DOCUMENT RESUME

ED 160 809 CE 017 825

AUTHOR	Phipps, Lloyd J.; And Others
TITLE	Course of Study: Citizens' Advisory Councils in Education.
INSTITUTION	Illinois Univ., Urbana. Rurban Educational Development Lab.
NOTE	229p.; Colored pages may not reproduce clearly
AVAILABLE FROM	Rurban Educational Development Laboratory, 357 Education Building, University of Illinois, Urbana, Illinois 61801 ($2.00)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Adult Education; *Advisory Committees; Audiovisual Aids; Citizen Role; *Community Involvement; Community Surveys; Consultants; *Course Descriptions; Curriculum Guides; Educational Assessment; Educational Objectives; Group Dynamics; Meetings; Organization; Post Secondary Education; Problem Solving; Public Schools; Resource Materials; Secondary Education; Student Evaluation; Teaching Techniques; *Vocational Education
IDENTIFIERS	Ad Hoc Groups; Charters; Illinois

ABSTRACT

This publication is composed of a series of teaching source units recommended to assist in the improvement of the quality of citizens' participation in local advisory councils or committees. The content is designed to be used by an instructor with a group of citizens who desire to become more knowledgeable about their role and function. The structure of the course of study provides an instructor with information about citizens' advisory councils by presenting ideas on teaching, evaluating, audio-visual aids, and recommended resources. Materials costs as well as the sources are included. The course, as presented in the document, is made up of five units: (1) nature of citizens' advisory councils, (2) formation procedures, (3) internal operations, (4) activities and operations, and (5) special citizens' advisory councils. Most units contain the following: concerns of the unit, student objectives, teaching techniques, audio-visual aids, anticipated problems and concerns, guides to solutions, sample teaching techniques, and evaluation techniques. These are followed by resources, references, and/or sources. There are twenty-two appendixes which are related to the units. (CSS)

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ED160809

Course of Study

CITIZENS' ADVISORY COUNCILS IN EDUCATION

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CE 017 225

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

PREFACE

This publication is composed of a series of teaching source units recommended to assist in the improvement of the quality of citizens' participation in local advisory councils or committees. The content, though broad and general, is designed to be used by an instructor with a group of citizens who desire to become more knowledgeable about their role and function. The course of study could be used by an individual who has questions and needs either the answer or a reference source. The design of this publication allows the course of study to be used both in educational and non-educational settings with equal effectiveness.

The structure of the course of study provides an instructor with information about citizens' advisory councils by presenting ideas on teaching, evaluating, audiovisual aids, and recommended resources. Recommended resources have been selected as to their accountability, completeness, conciseness, readability and availability. All efforts have been made to include the cost of materials as well as the source.

Training, as to the role and function of advisory councils, is mandatory if the council is to succeed as an advisor to education. Success obtained by councils are the result of a council knowing where it is going and what it will do when it gets there.

Over the past years the Illinois Citizens' Education Council in its role of fostering better advisory councils has recognized a need by advisory councils for specific training. Recognition of this need, in turn, stimulated the groundwork for this publication.

ICEC is made up of lay citizens who have as their goal the improvement of education. This goal is explicitly stated in the following purposes of the committee:

1. To develop a continuing public interest in education and a growing realization of its value.

2. To increase citizens' participation in educational affairs and make this participation more useful and productive.
3. To improve citizens' understanding of local, state, and national educational programs and the relationship among them.
4. To collect and disseminate facts and consideration of interest in dealing with educational problems.
5. To engage in any activity concerned with the improving of education in the State of Illinois.

Recommended Ways to Use the Course of Study: Citizens' Advisory Councils in Education

1. As a reference for individuals with specific questions about the development and use of advisory councils.
2. As resource material for students in college or university studying the role and methods of involving lay citizens in public education policy making.
3. As content for open discussion by advisory council members who are trying to improve their performance.
4. As a text for a course of study attended by members of an advisory council or members from different advisory councils.
5. As a guide for consultants who are asked to work with advisory councils on a private basis.
6. As a directive for school boards and administrators who want to get an overview of how to develop and use citizens' advisory councils.
7. As an aid for vocational instructors and coordinators who need fresh ideas on advisory council involvement.
8. As a base for in-service information and training.
9. As a guideline for community involvement workshops or seminars.

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Teaching Source Unit

CITIZENS' ADVISORY COUNCILS IN EDUCATION

Unit: Nature of Citizens' Advisory Councils (1)

Concerns: History and Philosophy (A)

Objectives: After instruction, the student:

1. Recognizes or recalls reasons for and against citizen involvement in education.
2. Identifies current educational and societal conditions conducive to the increased use of citizens' advisory councils.
3. Recognizes gains and effects received from citizens' advisory councils usage.
4. Judges the effectiveness of the use of citizens' advisory councils in involving citizens.
5. Describes federal and state opinions regarding the use of citizens' advisory councils.

Suggested Teaching Techniques:

1. Have students read the Recommended Resource before the class meeting. Foster and encourage class discussion on suggested questions below and on questions generated within the group.
2. Invite a local school board member, administrator or citizens' advisory council member to talk to and discuss key questions with the students.
3. Conduct a problem solving session via the following steps. Students should be encouraged to: (1) brainstorm possible school problems, (2) brainstorm possible solutions, (3) collect pertinent data, (4) select best possible solution, (5) anticipate effectiveness of solution, and (6) identify methods a citizens advisory council could use in determining and attempting to solve similar school problems.

Suggested Audio-Visual Aids:

1. A chalkboard or overhead projector should be used during brainstorming sessions to record all responses from the group. Similar aids should be used during class discussions and during resource person's interaction with class.

Anticipated Problems and Concerns	Guides to Solutions & Sample Teaching Techniques
1. What is a citizens' advisory Council?	A citizens' advisory council is a group of lay citizens from the community selected from a school's service area. This teaching unit is designed with schools in mind but could apply equally well to other organizations using advisory councils. The council is structured with suitable officers and a yearly program of activities to assist and advise the school board, the school administration and staff in formulating and conducting desired educational programs. Suggested Techniques: A. Have the students read pages 12-15 of the Recommended Resource - THE ADVISORY COMMITTEE AND VOCATIONAL EDUCATION. B. On the chalkboard, record the major parts of a citizens' advisory council generated from a class discussion of the definition. These contributions will constitute a composite composed of each individual student's experience with citizens' advisory councils.

1. (Continued)	C. Solicit the remarks of the school board member, administrator, or citizens' advisory council member invited to the meeting as a resource person. Their remarks should be intimately included in a final definition formulated.
2. What are some reasons for developing and using citizens' advisory councils?	A. To involve lay citizens in education. B. To facilitate communications between the board and the taxpayers. C. To provide a true cross section of the community thereby serving as a reliable source of public opinions. D. To assist the board and administration through special studies. E. To provide a means of reconciling conflicting views. F. To provide a training ground for prospective board members. G. H. (Note: Additional reasons generated by the class members and appearing to have the general concensus of the class should be included.)

2. (Continued)	Suggested Techniques: A. Have the students read pages 5-12 of the Recommended Resource - THE ADVISORY COMMITTEE AND VOCATIONAL EDUCATION. B. Conduct a brainstorming session to encourage student involvement. The session should assist in identifying positive reasons for citizens' advisory council usage. Encourage a "rapid fire" type of response from the students for a short period (usually 2 to 3 minutes of time. All answers should be listed on the chalkboard as rapidly as possible. C. Solicit positive reasons for developing and using citizens' advisory councils from the resource people in attendance.
3. Why is citizen involvement desirable in education today?	As population, individual specialization, and educational complexity have increased, a gap has formed and widened between the individual taxpayers and those bodies charged with the responsibilities of the local schools. This gap has also formed between schools and the parents of children in attendance. In an attempt to bridge this communications and understanding gap, lay citizen involvement in local educational efforts is to be encouraged. One of the best involvement techniques available to date is a citizens' advisory council.

3. (Continued)	Suggested Techniques: A. Have students read the Preface and pages 8-10 of THE HOW OF SUCCESSFUL CITIZENS' ADVISORY COMMITTEE OPERATION. B. Have students read Appendix I - RURBAN EDUCATIONAL DEVELOPMENT AND THE WORK OF CITIZENS' ADVISORY COMMITTEES. C. Initiate and encourage class discussion of pros and cons of citizen involvement in education today. A chalkboard may be used to record elicited student responses. D. Invite additional discussion and input from the resource people in attendance. Their responses should also be recorded on the chalkboard. E. From the recorded responses, develop a satisfactory answer to the suggested question.
4. What are some tangible results of citizens' advisory councils?	The major contirubtion that can be made by citizens' advisory councils is their assistance and advice in formulating school policy. When policy is formed with the assistance of a local citizens' advisory council, the local educational program can be considered even more of a combined community effort due to the increased number of citizens involved in the policy development.

4. (Continued)

Several studies have been designed, conducted and reported by citizens' advisory councils. Examples of study topics include projected enrollment trends, projected financial conditions, determination of special needs within the service area, and occupational training program demand and interest within the community.

Suggested Techniques:

A. Have students read pages 5, 6, and 7 of Appendix II, THE IMPACT OF CITIZENS' COMMITTEES ON THE EDUCATIONAL PROGRAM.

B. Have students read pages 3-6 of ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK.

C. Show slide set entitled HOW CITIZENS' ADVISORY COUNCILS AID BOARD OF EDUCATION. This slide and audiotape program is available from REDL. The address for REDL is 357 Education Bldg., U of I, Urbana, Illinois.

D. Have a member of a local citizens' advisory council make a presentation to the class informing the class of some positive results of the local citizens' advisory council's work.

4. (Continued)	E. Initiate and encourage a class discussion on the question. All positive results reviewed and developed by the class members should be recorded on a chalkboard. F. From the chalkboard recordings, separate satisfactory reasons from unsatisfactory reasons, thus evolving a suitable final answer.
5. What are the state and federal activities and proclamations in regard to advisory councils?	The Vocational Education Act of 1963 and the Vocational Amendments of 1968 both called for the organization of and guidelines for use of national and state advisory councils for developing and evaluating programs of vocational education. As a result, plans for vocational education stipulated the use of local citizens' advisory councils for occupational education. Commissioners of the U. S. Office of Education have welcomed and encouraged a responsible interest in schools by laymen who hold no official position except that of citizen. Similarly, the Office of Illinois State Superintendent of Public Instruction has encouraged the formation and use of citizens' advisory councils. Their rationale is that councils play an important role in working with boards of education throughout the state to help boards resolve problems affecting the operation and growth of schools in Illinois.

5. (Continued)

Suggested Techniques:

A. Have students read that part (Title I; Part A; Sec. 104) of the VOCATIONAL EDUCATION AMENDMENTS OF 1968 pertaining to national and state advisory councils.

B. Have students read pages 109-113 of EDUCATION FOR EMPLOYMENT. (Note: As this will be one of the few references to this publication, the instructor may wish to reproduce the pages indicated and supply each student with a copy for individual use.)

C. Have students review pages 47-49 of the Recommended Reference - THE ADVISORY COMMITTEE AND VOCATIONAL EDUCATION.

D. Initiate and propagate a class discussion of the information read and reviewed. From this discussion, evolve a suitable answer.

E. Have students read page 1 of ADVISORY COMMITTEES - ORGANIZATION AND USE IN VOCATIONAL TECHNICAL EDUCATION.

Suggested Evaluation Techniques:

1. Develop, administer and evaluate an essay test to determine attitudes of students.
2. Observe changes in student behavior during discussion sessions with various resource persons.
3. Request and subjectively evaluate student's written self-evaluations as to changes in behavior as reflected from the objectives

Recommended Resource

American Vocational Sssociation, The Advisory Committee and Vocational Education Washington, D. C., 1969, pp. 5-15 (Source: Publication Sales, American Vocational Sssociation, 1510 H. St., N.W., Washington, D. C.; Price: $1.25).

References and Sources:

Evans, Rupert N., Mangum, Garth L., and Pragan, Otto. Education for Employment: the background and potential for the 1968 vocational education amendments, Washington, D.C., 1969, pp. 39-40, 69-71, 109-113; and 118-119. (Source: Publications Office; Institute of Labor and Industrial Relations, P.O. Box 1567, Ann Arbor, Michigan 48106. Price: $2.50).

Hofstrand, Richard K. and Phipps, Lloyd J. Advisory Councils for Education: A Handbook, University of Illinois, 1971, pp. 21-32. (Source: REDL, 357 Education Building, University of Illinois, Urbana, Illinois 61801; Price: 50¢).

Illinois State Board of Vocational Education and Rehabilitation, Advisory Committees - Organization and Use in Vocational and Technical Education, Springfield, 1968, 1-2. (Source: Illinois State Board of Vocational Education and Rehabilitation, 405 Centennial Bldg., Springfield, Illinois 62706, Price: free).

Lloyd, Robert C. "The Impacts of Citizens Committees on the Educational Program," excerpts from a speech given to the National School Public Relations Association Annual Seminar, Boston, Mass., July 6, 1965. (See Appendix II).

Phipps, Lloyd J. and Knell, Kenneth, The How of Successful Citizens' Advisory Committee Operation, University of Illinois, Urbana, 1968, Preface and pp. 8-10. (Source: 357 Education Bldg., University of Illinois, Urbana, Illinois 61801; Price: 75¢).

Phipps, Lloyd J., "Rurban Educational Development and the Work of Citizens' Advisory Committees," address given to a conference on Improving the Effectiveness of Citizens' Advisory Committees, University of Illinois, Urbana, Illinois, Sept. 26, 1968. (See Appendix I.)

U.S. Congress, Vocational Education Amendments of 1968, H.R. 18366, 90th Congress, 1968, Title I - Part A - Sec. 104.

Teaching Source Unit

CITIZENS' ADVISORY COUNCILS IN EDUCATION

Unit: Nature of Citizens' Advisory Councils (1)

Concern: Organizational Structure and Authority (B)

Objectives: After instruction, the student:

1. Recognizes or recalls the roles of the federal government, U. S. Office of Education, State Department of Education, local school board, local school administration, and citizens' advisory council in public education.
2. Generates or recalls the interrelationship as to authority and responsibility between each of the above bodies.
3. Recognizes or recalls the typical organizational structure of most citizens' advisory councils.
4. Recognizes or recalls the officers considered necessary in a citizens' advisory council, their roles, and the organizational structure of most citizens' advisory councils.
5. Recognizes or recalls the responsibilities of each of the above officers.

Suggested Teaching Techniques:

1. At the beginning of the class session, have each student attempt to generate and write down the answers to the Suggested Anticipated Problems and Concerns that follow. Through study of the Recommended Resource and class discussion, develop satisfactory answers.
2. Invite a member of the school board, a school administrator, a local citizens' advisory council member, or the superintendent of the local educational service region to talk to and discuss with the students, the Suggested Anticipated Problems and Concerns that follow. These resource people may wish to speak individually or as a panel.

3. Divide the class into four equal groups to represent the school board, state department of education, school administration, and citizens' advisory council. These groups through role playing could attempt to clarify the interrelationships and lines of authority commonly occurring among these educational bodies. Periodically, the groups' roles could be alternated allowing each student to serve at least once in each position.
4. Have the class generate specific school problems of various kinds. Then, through group interaction, attempt to identify a specific problem with the correct body responsible and in authority for that problem.

Suggested Audio-Visual Aids:

1. Develop a graph or transparency and a duplicated handout of the flow chart of the lines of educational responsibility and authority shown in Appendix III.
2. A chalkboard or overhead projector should be utilized during class discussions to illustrate verbal concept generations from the class.

Anticipated Problems and Concerns	Guides to Solutions & Sample Teaching Techniques
1. What are the bodies of authority and responsibility in the nation's public education system.	A. Federal Government B. Department of Health, Education & Welfare C. U. S. Office of Education D. National Vocational Advisory Council E. State Department of Education F. State Vocational Advisory Council G. Local Board of Education H. Local School Administration I. Local Citizens' Advisory Council J. (Note: Other bodies may be included if desired.)

1. (Continued)	Suggested Techniques: A. At the beginning of the study period, ask the students to write down plausible answers to the Anticipated Problem. B. Have students study pages 11-12 of THE ADVISORY COMMITTEE AND VOCATIONAL EDUCATION. C. Solicit the reactions of the resource person or persons in attendance to the question.
2. What is the role and responsibility of each of the bodies or levels listed in Anticipated Problem and Concern #1.	A. Federal Government; Dept. of Health, Education and Welfare; U.S. Office of Education - roles and responsibilities of national priority determination and advisement. (Select composite ideas of the class.) B. National Vocational Advisory Council - Bring out aspects of identifying the national manpower needs and the responsibility for public education. C. State Department of Education - Legal authority and responsibility for public education. D. State Vocational Advisory Council - Similar to National Advisory Council except for individual states. E. Local board of education - Legal arm of the state department having legal authority and responsibility for the local district.

2. (Continued)

F. Local School Administration - Implementation of local policy decisions.

G. Local citizens' advisory council - Advises the local board of education, administration, and staff on policy decisions.

H.

Suggested Techniques:

A. Have students read pages 18-25 of the Recommended Resource: INDUSTRY AND COMMUNITY LEADERS IN EDUCATION.

B. Have students review pages 9-15 of THE ADVISORY COMMITTEE AND VOCATIONAL EDUCATION.

C. Solicit answers from visiting resource people regarding the determination of their roles and responsibilities. Example: "Mr. Administration - what do you see as your role and responsibilities in education?"

D. Duplicate the flow chart in Appendix III. Distribute to class for discussion.

E. As mentioned in Suggested Teaching Technique #3, divide the class into four equal parts. Have each group selecte the level they wish to represent, i.e., state education department, local school board, local school administration, or citizens' advisory council. Select some fictitious problems such as bussing or sex education to demonstrate the lines of authority and responsibility.

2. (Continued)	Change the groups' identity periodically throughout the session so that each group plays all of the roles at some time during the session. F. Record all perceived lines of authority and responsibility on the chalkboard for later use. G. As mentioned in Suggested Teaching Technique #4, have the individual class members select specific educational problems. Then through class discussion, attempt to determine who would be responsible for each problem. H. From all previous class input, develop satisfactory answers and alternatives for the question under consideration.
3. How does a citizens' advisory council fit into a local school structure ?	A. A local citizens' advisory council is usually organized by the local school board to advise the school board, school administration, and staff. Questions from school administration and staff are usually channeled through the board. The citizens' advisory council has no authority except through the board. Suggested Techniques: A. Solicit the comments of the resource people in attendance concerning the role and responsibilities of a citizens' advisory council.

3. (Continued)	B. Prepare an overhead transparency of the flow chart in Appendix III. C. Discuss with the students and have the students review the flow chart presented in Appendix III. D. Develop suitable answers and alternatives to the question under consideration.
4. What officers are necessary for an effective citizens' advisory council?	President, Vice-President, and Secretary. A Treasurer is not completely necessary as a citizens' advisory council does not usually handle money. Suggested Techniques: A. Have students read part of page 18 in ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK. B. From the students' experiences, solicit and develop a suitable answer for the question under consideration.
5. What is the typical organizational structure within a citizens' advisory council?	Typically, the organizational structure is kept to a minimum in an attempt to avoid structured meetings. Meetings where individual interest and dialogue are spontaneous are desired. The skeleton executive committee shown in Anticipated Problem and Concern #4 is considered a minimum for effective and efficient council meeting operation.

5. (Continued)	Suggested Techniques: A. Have an officer of a local citizens' advisory council serve as a resource person. Solicit his comments as to the organizational structure. Record his responses on a chalkboard. B. Solicit student input as to organizational structure as seen from their experiences. C. Develop a suitable answer from the input received.
6. How should sub-committees and special study groups be incorporated into a citizens' advisory council organizational structure?	Sub-committees and special study groups may be organized by the citizens' advisory council. Such groups should report to and be responsible to the parent citizens' advisory council. Suggested Techniques: A. Have students review the flow chart in Appendix III. B. Solicit the input from citizens' advisory council members serving as resource people. C. Record all pertinent information on a chalkboard. D. Develop a suitable answer for the question under consideration.

Suggested Evaluation Techniques:

1. Develop, administer, and evaluate an essay test based on key questions. Evaluation may be greatly enhanced by comparing the test with the answers generated by the class members at the beginning of the class session.
2. Attempt to observe and evaluate the changes in individual attitudes as students change roles in Suggested Teaching Technique #3.

3. Ask each student for a written self-evaluation of his or her learned behavior in the reflection of the objectives.

Recommended Resource:

Burt, Samuel M., Industry and Community Leaders in Education, Kalamazoo, 1969, pp. 18-25. (Source: W.E. Upjohn Institute, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007. Price 50¢.)

References and Sources:

American Vocational Association, The Advisory Committee and Vocational Education, Washington, D.C., 1969, pp. 11-12. (Source: Publication Sales, American Vocational Association, 1510 H. Street, N.W., Washington, D.C. Price: $1.25).

Hofstrand, Richard K. and Phipps, Lloyd J. Advisory Councils for Education: A Handbook, University of Illinois, 1971, pp. 21-32. (Source: REDL, 357 Education Building, University of Illinois, Urbana, Illinois 61801. Price: 50¢).

Teaching Source Unit

CITIZENS' ADVISORY COUNCILS IN EDUCATION

Unit: Nature of Citizens' Advisory Councils (1)

Concern: Functions of Citizens' Advisory Councils (C)

Objectives: After instruction, each class member:

1. Generates functions and activities of citizens' advisory coucnils generally considered advantageous to the total local educational effort.
2. Recognizes or recalls functions and activities generally considered improper or dangerous to the well being of the school as a whole.
3. Judges the relative value of questionable activities and functions.

Suggested Teaching Techniques:

1. Foster and encourage class discussion and generation of reasons why some activities may be injurious to the school followed by generation of criteria for determining the relative value of various activities.
2. Have each student generate a list of proper and improper functions. This list should also include reasons why each function is improper or proper and how the differentiations were made.
3. Divide the class into equal halves to brainstorm activities and reasons why each is proper or improper.
4. Invite a board member, school administrator and citizens' advisory council member to discuss their experiences with the students in regard to successful and unsuccessful activities of citizens' advisory councils.

Suggested Audio-Visual Aids:

1. The filmstrip and audiotape presentation entitled "Proper Functions of a Citizens' Advisory Council" available free from REDL. This audio-visual should prove effective as an instruction and motivational device. (The address for obtaining the film is 357 Education Bldg., U of I, Urbana, Ill.

2. Expose the class members to the material in Appendix IV and V. This may be accomplished through reproduction, opaque projection, or overhead projection of the material.
3. A chalkboard should be utilized during brainstorming and class discussion sessions to record response from class members and resource persons.

Anticipated Problems and Concerns	Guides to Solutions & Sample Teaching Techniques
1. What are some proper functions of citizens' advisory councils?	Suggested Solutions: A. Policy development, interpretation, execution, and publicity. B. Clientele determination of the school. C. Determination of the public purposes of the school. D. Development and execution of evaluation arrangements. E. Make recommendations regarding the operation of the school. F. Provide services for parents and others. G. H. I. (Note: Additional responses should be solicited from the class members.)

1. (Continued)	**Suggested Techniques:** A. Have class members prepare a list of possible proper functions of a citizens' advisory council. The list should be developed from the class members' own experiences and comprehension of possible functions and activities. B. Have class members view the film-audiotape entitled "Proper Functions of Citizens' Advisory Councils." C. Have class members read pages 21-31 of the recommended resource entitled ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK. D. Have class members read pages 17-22 of THE ADVISORY COMMITTEE AND VOCATIONAL EDUCATION. E. Have class members read Appendix E3 of THE HOW OF SUCCESSFUL CITIZEN ADVISORY COMMITTEE OPERATION. F. Have students read the information included in Appendix IV. G. From the above resources, solicit and extract a satisfactory answer from the class members.
2. What are some improper functions of citizens' advisory councils, and why are they considered improper?	**Suggested Solutions:** A. Involvement in political concerns. B. Activities termed as pressure groups. C. Independent reporting to the public.

2. (Continued)

D. Involvement in the teaching of specific courses.

E. Involvement in individual personnel matters.

F. Nonschool activities.

G. Fund raising.

H.

I.

J.

(Note: Additional responses should be solicited from the class members.)

These activities are improper as they tend to cause dissension between different parts of the school. Furthermore, such activities may tend to undermine the authority of the school board. This board is and must remain the final legal authority in the conduction of the school program.

Suggested Techniques:

A. Have class members prepare a list of possible improper functions of a citizens' advisory council. (Note: This activity could be combined with the similar activity under Anticipated Problem and Concern #1 above.)

B. Have class members read pages 29-31 of the recommended resource ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK.

2. (Continued)	C. Review with the class members the film and audiotape set viewed under Anticipated Problem and Concern #1. D. Have students read the information included in Appendix IV. E. Solicit and encourage contributions by the resource persons in attendance as to their observations about the problem and concern under question. Record ideas on the chalkboard. F. From the above discussion have the class members develop a suitable answer for the question.
3. How may the activities listed in Anticipated Problem and Concern #2 above be injurious to the local educational effort?	Suggested Solutions: The improper functions listed: A. May extend the efforts of the citizens' advisory council so broadly that effective results may not be obtainable. B. May produce a credibility gap between the citizens' advisory council and the public. C. May cause the community to divide itself as to its moral and financial support of the school. D. May produce trouble within other community organizations due to duplication of effort and action. E. May cause strife and friction between the administration and teaching faculty.

3. (Continued)

F. May cause trouble between the school board and the school administration.

G. May cause trouble between the school administration and the nonacademic school personnel.

H.

I.

J.

(Additional injuries may be brought out by class members during discussions.)

Suggested Techniques:

A. Solicit and encourage the presentation of ideas and opinions by resource people in attendance. Record these ideas on a chalkboard for later reference.

B. Have class members review the information included in Appendix IV.

C. Conduct a role playing session. Divide the class into groups to represent the school board, school administration, academic faculty, nonacademic staff, a school board member, a school principal, a teacher, a janitor, a citizens' advisory council member, a parent, and a taxpayer. With these roles assigned, select one of the improper activities listed under Anticipated Problem and Concern #2 and have each actor discuss the activity from his point of view.

3. (Continued)	C. (Continued) Have the class members change roles with each new improper function to be discussed. D. From the above information, have the class members develop a suitable answer for the question.
4. What measures can be taken in an attempt to avoid unsuitable and improper activities by a citizens' advisory council?	Suggested Solutions: A. The citizens' advisory council should be established under a charter with rules of operation clearly defined. B. The citizens' advisory council should be responsible to one group only, i.e., the local school board. Citizens' advisory councils which must respond to the school board and the school administration or some other group become divided in their allegiance and efforts. C. Whereas the general advisory council is directly responsible to the school board, a "course committee" would be responsible to the instructors for which the "course committee" was established. D. Effective citizens' advisory council leadership needs to be developed to guide and assist in selecting suitable and proper activities. E. Establishment and use of effective communications lines between the citizens' advisory council, local school board, and local administration.

4. (Continued)

F. The lines of communication and authority between the citizens' advisory council and the school administration should be clearly defined.

G. A member of the school board should be assigned the responsibility of sitting in on and communicating with the citizens' advisory council.

H. A member of the citizens' advisory council should be assigned the responsibility of sitting in on and communicating with the school board.

I.

J.

K.

(Note: Additional measures should be included as they are developed by the class members.)

Suggested Techniques:

A. Conduct a brainstorming session to find all possible answers to the anticipated question. The instructor should lead the group in a rapid-fire session of two or three minutes where all answers are considered correct. Incorrect answers can be deleted during subsequent class discussions.

B. Have class members read the information in Appendix V.

4. (Continued)

C. Have class members review the information in Appendix IV.

D. Solicit and encourage the inclusion of information, ideas, and opinions of the resource people in attendance.

E. From the above information, have the class members develop a suitable answer for the question.

Suggested Evaluation Techniques:

1. Subjectively evaluate the written work done by the class members to Possible Teaching Technique Number 2.
2. Have each student self-evaluate his accomplishments during the class period in terms of the stated objectives. The evaluation should be written allowing the teacher to evaluate subjectively the student's personal efforts and techniques.
3. Upon invitation, observe the class member in his role as the member of actual citizens' advisory council in an attempt to determine the class and learning effect on his behavior.

Recommended Resources:

Hofstrand, Richard K. and Phipps, Lloyd J. Advisory Councils for Education: A Handbook, University of Illinois, 1971, pp. 21-32. (Source: REDL, 357 Education Building, University of Illinois, Urbana, Illinois 61801; Price 50¢.)

References and Sources:

American Vocational Association, The Advisory Committee and Vocational Education, Washington, D. C., 1969, pp. 17-22 (Source: Publication Sales, American Vocational Association, 1510 H St., N.W., Washington, D.C. 20005, Price $1.25).

Guiding Principles of Effective Citizens' Committees for the Public Schools, New York State Citizens' Committee for the Public Schools, Inc., 2 West 45th Street, New York 36, New York.

Illinois State Board of Vocational Education and Rehabilitation, *Advisory Committee--Organization and Use in Vocational and Technical Education*, Springfield, 1968, pp. 1-2 (Source: Illinois State Board of Vocational Education and Rehabilitation, 405 Centennial Building, Springfield, Illinois 62706, Price: free).

Phipps, Lloyd J. and Knell, Kenneth, *The How of Successful Citizen Advisory Committees Operation*, University of Illinois, Urbana, 1968, Appendix E3. (Source: Rurban Educational Development Laboratory, 357 Education Building, University of Illinois, Urbana, Illinois 61801, Price: 75¢).

Sixteen Do's and Don'ts for Citizen School Groups. New York State Citizens' Committee for the Public Schools, Inc., 2 West 45th Street, New York 36, New York.

Teaching Source Unit

CITIZENS' ADVISORY COUNCILS IN EDUCATION

Unit: Formation Procedures (2)

Concern: Use of Consultants (A)

Objectives: After instruction, the student:

1. Describes the services of a consultant.
2. Elicits reasons as to the value of consultants and their services.
3. Identifies a consultant's role and techniques.
4. Generates sources of consultants.
5. Recognizes occasions when a consultant's services are desirable.

Possible Teaching Techniques:

1. Produce a role-playing experience where part of the class members act as consultants with the remainder of the class serving as citizens' advisory council members. Activities and techniques should be acted out.
2. Have a professional consultant and a lay consultant talk to and discuss techniques, activities, and recommendations as to possible problem areas with the class members.
3. Foster and encourage group discussion on the value and activities of consultants.
4. Develop and conduct a debate between panels of students taking opposing sides as to the value of consultants.

Suggested Audio-Visual Aids:

1. Utilize chalkboard in developing source of consultants for your geographic area.
2. Duplicate and disseminate to the consultants the Suggested Techniques and the Anticipated Problems and Concerns areas for consultants included in this section.

Anticipated Problems and Concerns	Guides to Solutions & Sample Teaching Techniques
1. What is a consultant and what are the characteristics of a suitable consultant?	Suggested Solutions: A consultant is an advisor and technical specialist in citizens' advisory council organization, operation and use. His expertise can insure the success of a council. Although consultants may have specialty areas in which they are most knowledgeable, most consultants available are individuals with educational backgrounds and so are able to deal with the broad scope of the advisory council. An alternative to the broad educational consultant is private management and development consultants. This type of consultant usually is used in the early development stage of either advisory council operation or for study of a specific problem. A suitable consultant should be an expert in his field and on the problem. He should be knowledgeable in the techniques of consultation and be able to bring about a solution. Suggested Techniques: A. Have class members read page 27 of ORGANIZATION AND EFFECTIVE USE OF ADVISORY COMMITTEES. B. Have class members read pages 9-12 of COLLEGE-COMMUNITY CONSULTATION.

1. (Continued)	C. Solicit and encourage remarks concerning the Anticipated Problem and Concern by the professional or lay consultant in attendance as a resource person. D. Foster and expand a class discussion of the definition of a consultant. E. From the above information have the class members develop a suitable answer for the question.
2. What can a citizens' advisory council do to insure efficient and effective use of a consultant's time?	Suggested Solutions: A. Make sure you are ready for the consultant. Analyze your problem thoroughly and have resource materials determined and at hand. B. Provide ample time for the consultant's observation of your community before asking him about far-reaching questions and decisions. C. Supply the consultant with any and all information possible about your problem well in advance of his visit or visits. D. Inform the consultant as to what you want the consultant to do. (For a listing of the different ways a consultant may be utilized, refer to Anticipated Problem and Concern #3 of this Teaching Source Unit.)

2. (Continued)

E. Inform the consultant as to how he or she is to relate to the problem. Will his time be spent with large groups, small groups, individuals, or other structural bodies?

F. Provide for several visits from the consultant. "Run in" and "run out" meetings are cheaper, but the soundness and effectiveness of subsequent decisions may be inferior.

G. Don't ask the consultant to give you a speech. Speeches usually do not relate directly to your problems, and speeches seldom result in positive actions.

H.

I.

(Additional items may be added.)

Suggested Techniques:

A. Conduct a role-playing situation where approximately half of the class members will serve individually as consultants. Have the other half of the class serve as a citizens' advisory council. Have the mock citizens' advisory council generate a possible need together with background information. Have the mock consultants come individually to assist the mock citizens' advisory council.

2. (Continued)	B. Solicit and encourage the remarks of the resource person in attendance. His or her involvement during the role-playing situation should also be encouraged. He may wish to act as a mock consultant. C. From the above information have the class member develop a suitable answer to the question.
3. What are the different ways that a consultant may be utilized?	Suggested Solutions: A. The consultant may analyze the problem for you and advise you as to what to do about the problem. B. The consultant may sit down with you and help you analyze the problems and help you determine alternative solutions for your selection. C. The consultant may supply you with technical knowledge and evidence to assist in selection and implementation of your selection solution alternative. D. The consultant may supply several alternative solutions for your selection and implementation. E. F.

4. (Continued)	Suggested Techniques: A. Have the class members read page 9 of the recommended resource entitled ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK. B. Solicit and encourage the remarks by the resource person in attendance. C. From the above information have the class members develop a suitable and satisfactory answer to the question.
5. Who may serve as a citizens' advisory council consultant?	Suggested Solution: Anyone whose services and expertise are needed by a citizens' advisory council may serve as a consultant. Often times, effective lay consultants may be obtained from neighboring citizens' advisory councils. Such people are usually well aware of such situations and have spent considerable time working on the specific problem. School personnel may also serve as temporary or permanent consultants. Several state institutions of higher learning foster and encourage their staff to serve in such consultation services. The State Office of Public Instruction also provides consultant service and should be contacted directly to find if consultants are available.

5. (Continued)	Suggested Techniques: A. Have students review page 9 of the recommended resource entitled ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK. B. Foster and encourage the class members to enter into a discussion of how different people within a community could serve as consultants for differing problems. C. From the above information, have the class members develop a suitable answer for the question.
6. What are some potential sources of consultants?	Suggested Solutions: A. Local School B. Local Community C. Neighboring Citizens' Advisory Councils. D. Neighboring Communities. E. Area Vocational Center. F. Local Educational Service Region Office. G. Local Community Colleges. H. Other State Institutions. I. Office of the Superintendent of Public Instruction. J. K. L. (Other satisfactory answers may be added.)

6. (Continued)	Suggested Techniques: A. Have students read page 28 in THE ADVISORY COMMITTEE AND VOCATIONAL EDUCATION. B. Conduct a brainstorming session where class members may generate and subsequently evaluate various sources of consultants. C. Solicit and encourage the comments of the resource person in attendance. D. From the information generated above, have the class member develop a suitable answer for the question.
7. How are consultants paid?	Suggested Solutions: Consultant's fees may vary from several hundred dollars to no charge whatsoever depending on the size and extensiveness of the problem. Local consultants such as school personnel are usually paid for by the school system. Consultants from the community and neighboring communities may charge for the expenses incurred in doing the consultation. Many institutions of higher learning have schedules for their faculty members. Charges to be made for the consultation service should be clearly stated and agreed upon before the actual consultation work begins.

7. (Continued)

Suggested Techniques:

A. Have students read the information presented in Appendix VI.

B. Request the remarks of the resource person in attendance.

C. Have each class member contact a potential consultant or consultant firm to report their charges to the class as a whole.

D. From the above information, have the students develop a suitable answer to the question.

Suggested Evaluation Techniques:

1. Prepare, administer, and evaluate an objective examination based on the anticipated problems.
2. Observe and subjectively evaluate changes in student attitudes during the class session.
3. Request students' self-evaluation of their changes in attitude toward the value and use of consultants.

Recommended Resource:

Hofstrand, Richard K. and Phipps, Lloyd J. Advisory Councils for Education: A Handbook, University of Illinois, 1971, p. 9. (Source: REDL, 357 Education Building, University of Illinois, Urbana, Illinois 61801; Price: 50¢).

References:

American Vocational Association, The Advisory Committee and Vocational Education, Washington, D. C., 1969, p. 28. (Source: Publication Sales, American Vocational Association, 1510 H. Street, N. W., Washington, D. C. Price: $1.25).

King, Sam W., Organization and Effective Use of Advisory Committees, Washington, D.C., U.S. Government Printing Office, U.S. Department of Health, Education, and Welfare, Vocational Division Bulletin No. 288, 1968, p. 27.

Williams, Glenn D., "Guidelines for the Consultant," College-Community Consultation. Edited by Roger W. Axford, Dekalb: Enlightenment Press, Northern Illinois University, 1967, pp. 9-12.

Teaching Source Unit

CITIZENS' ADVISORY COUNCILS IN EDUCATION

Unit: Formation Procedures (2)

Concern: Selection Committees (B)

Objectives: After instruction, the student:

1. Identifies the functions of a selection committee member.
2. Identifies the steps in the selection and recruitment process.
3. Distinguishes the lines of authority and responsibility.

Suggested Teaching Techniques:

1. Have an experienced local selection committee member or board of education member meet with, talk about, and discuss the concept of selection committees with the class. A local school administrator could be contacted to aid in identifying such a resource person..
2. Conduct a role playing situation where class members are assigned to roles as school board members, selection committee members, and citizens' advisory council candidates. The role playing should include the entire process from selection committee appointment to citizens' advisory council member determination.
3. Foster and encourage class discussion of the Anticipated Problems and Concerns.
4. Have each student prepare a directive to establish and instruct a selection committee.
5. Have each student develop a list of organizations and bodies within the communities. Examples include: churches - Jewish, Catholic, protestant, and others; vocational areas - production agriculture, retail, manufacturing, and others; fraternal organizations; and others.

6. Have each student outline a procedure for contacting citizens' advisory committee member candidates.
7. Have each student develop an appointment letter for contacting successful candidates.
8. Have the class meet in a selection committee meeting to discuss activities and procedures.
9. Have the class, as a whole, act as a selection committee culminating in a codified list of potential candidates.

Suggested Audio-Visual Aids:

A chalkboard should be used to list the important points from the resource people and class discussions.

Anticipated Problems and Concerns	Guides to Solutions & Sample Teaching Techniques
1. What is a selection committee? What are its functions?	A selection committee is a small group of conscientious citizens who are asked, by the school board or other sponsoring agency, to select nominees for possible citizens' advisory council membership. Selection committee members do not serve as advisory council members. A significant task of the selection committee is to obtain individuals who are representative of a population. The nominees must be willing to further the cause of education and to evaluate current educational practices. The nominees should be selected on their ability to be visible in the community. Individuals who are vocal only should be screened carefully in relationship to their role as an advisory council member.

1. (Continued)	The selection committee has three basic functions. They are to: (1) analyze the community to determine its characteristics and components, (2) secure names of individuals to represent each of the community's factions, and (3) interview and screen the potential members as to their willingness to serve and their appropriateness for the council functions set forth by the board of education. Suggested Techniques: A. Have class members read pages 10-12 in the recommended resource entitled ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK. B. Request comments on the Anticipated Problem and Concern from the resource person in attendance. This resource person may be from a selection committee, board of education, or other agency. C. Foster and encourage a class discussion of the above information to develop a suitable answer to the question.
2. How should citizens' advisory committee candidates be selected?	The selection committee may be charged with the responsibility of selecting the candidates that will produce a "representative" council. The selection committee develops a list of possible candidates. These candidates should be

2. (Continued)	contacted personally by a member of the selection committee to determine if the individual is willing to serve. Having developed a list of legitimate candidates, the selection committee must screen and select individuals who will produce a balanced or representative council. Suggested Techniques: A. Have the class members read pages 11-15 of the recommended resource entitled ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK. B. The material in Appendices VII, VIII, & IX should be presented for the student's use. This presentation may be made through duplication or projection of the material. C. Have the class members read pages 13-17 in ORGANIZATION AND EFFECTIVE USE OF ADVISORY COMMITTEES. D. Have the class members read pages 24-30 in THE ADVISORY COMMITTEE AND VOCATIONAL EDUCATION. E. From the above information, have the class develop a satisfactory answer to the question.
3. What is meant by "representative" membership?	"Representative" membership is that membership which represents or attempts to represent the whole community. Every community has many

3. (Continued)	different dimensions. These dimensions include ages, locales, occupations, industries, fraternal groups, religious groups, and many others. The selection committee should attempt to include a cross section of the community to insure representiveness. Representation should also include those who are unfavorable to the existing school program. Suggested Techniques: A. Have students read pages 10 & 15 of the recommended resource entitled ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK. B. Conduct a brainstorming session to identify the many various dimensions and facets of a local community. Spontaneous student involvement for a very short period of time will facilitate the session's success. All responses by the group should be recorded on the chalkboard for later use. C. From the above information, have the class members develop a satisfactory answer for the question.
4. How large should a citizen's advisory council be?	The answer to the question is usually determined by a balance between (1) sufficient number to make the citizens' advisory council representative, yet (2) small enough to facilitate effective council meetings. Citizens' advisory

4. (Continued)

councils that are too large will sometimes become bogged down due to the sheer number of participants.

Several other criteria may be used also. Some consultants recommend the selection of between 12-15 members. This does not mean, however, that 15 citizens is the limit to be involved in the actions of a citizens' advisory council. Many more citizens may be involved in sub-committees and special study committees. The total goal of involved citizens may be expressed as one percent of the eligible voting citizens in the community.

A. Have the class members review pages 10-15 of the recommended reference entitled ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK.

B. Have the class members read pages 23-24 in ORGANIZATION AND EFFECTIVE USE OF ADVISORY COMMITTEES.

C. Solicit the comments and remarks of the resource person in attendance as to the question under consideration.

D. From the above information, have the class members develop a satisfactory answer for the question.

5. How and to whom should a selection committee announce its results?	The selection committee should prepare several listings of proposed citizens' advisory council memberships. Each individual listing should be representative of the community, and should be able to serve as a citizens' advisory council member. The selection committee should present these listings to the sponsoring agency (usually the board of education). The sponsoring agency must then select one of the lists to serve as the citizens' advisory council. The sponsoring agency should not select individual members from the different lists as this will void the efforts to insure representativeness by the selection committee. Suggested Techniques: A. Solicit and encourage the comments and remarks by the resource person in attendance. Comments should be in regard to the question under consideration. B. Through the efforts of the resource person and a class discussion, a satisfactory answer should be developed for the question.
6. How should prospective and successful candidates be contacted and announced?	After the nominees have expressed their willingness to serve on the citizens' advisory council, the successful candidates must be contacted. The most effective way of contacting

6. (Continued)	is through a formal letter from the selection committee acting on behalf of the school board. Suggested Techniques: A. Before class starts, have each class member prepare a letter that could be used to inform a successful candidate of his or her membership. These letters may be discussed in detail during the ensuing class session. B. Have students read the information presented in Appendices VII, VIII, and IX of this unit. C. Have the students study the proposed letter as shown on page 13 of ADVISORY COMMITTEES FOR HOME ECONOMICS. D. Have the students read the pamphlet entitled THE VOLUNTEER IN VOCATIONAL EDUCATION. E. From the above information, have the students prepare several examples of satisfactory letters to announce successful membership.
7. Should a selection committee be temporary or continuous?	Selection committees should generally be considered to be a continuous committee. Although their functions are cyclic, they must be available to suggest replacement members for those leaving the citizens' advisory council. Furthermore, the selection committee should be responsible to the school board for the evaluation of the selection process undertaken.

7. (Continued)

Suggested Techniques

A. Have students review pages 9-16 of the recommended resource entitled ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK.

B. Develop two panels of students. Have one panel serve to encourage the use of temporary selection committees. The other panel should serve to encourage the use of continuous selection committees. The advantages and disadvantages of each type should be listed on a chalkboard as they are brought out by the two panels.

C. From the evaluation of those factors listed on the chalkboard from the above techniques, have the students develop a satisfactory answer to the question.

Suggested Evaluation Techniques:

The instructor may:

1. Subjectively observe the written assignments produced by class members.
2. Observe class members' functioning within the mock selection committee exercise.
3. Request written self-evaluation from each student as to his or her accomplishments within the class.

Recommended Resource:

Hofstrand, Richard K. and Phipps, Lloyd J. Advisory Councils for Education: A Handbook, University of Illinois, Urbana, 1971, pp. 10-15, 41-42. (Source: REDL, 357 Education Building, University of Illinois, Urbana, IL 61801.

References and Sources:

____________, Advisory Committees for Home Economics, Terre Haute, Indiana, Vocational Instructional Materials Laboratory, 1969, p. 13. (Source: Vocational Instructional Materials Laboratory, Department of Vocational/ Technical Education, Indiana State University, Terre Haute, Indiana 47801. Price - unspecified.)

American Vocational Association, The Advisory Committee and Vocational Education, Washington, D.C., 1969, pp. 24-30. (Source: Publication Sales, American Vocational Assn., 1510 H. St., N.W., Washington, D.C. 20005. Price: $1.25).

Burt, Samuel M. The Volunteer in Vocational Education, 1969, pp. 13-17. (Source: W. E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, Michigan 49007. Price - 35¢).

Illinois State Board of Vocational Education and Rehabilitation, Advisory Committees - Organization and Use in Vocational and Technical Education, Springfield, 1968, pp. 3,4, & 7. (Source: Illinois State Board of Voc. Educ. & Rehabilitation, 405 Centennial Building, Springfield, Illinois 62706. Price - Free).

King, Sam W. Organization and Effective Use of Advisory Committees. Washington, D.C., U.S. Department of Health, Education, and Welfare, 1968, pp. 13-17.

Phipps, Lloyd J. and Knell, Kenneth, The How of Successful Citizen Advisory Committee Operation, University of Illinois, Urbana, 1968, A Appendix Ex 1-2, Appendix F 1-3, and Appendix H. (Source: REDL- 357 Education Building, University of Illinois, Urbana, IL 61801. Price: 75¢).

______________, Some Ideas About Recruiting (no date), Citizens Committee for the Public Schools. (Source: See Appendix VIII or contact Citizens' Committee.)

______________, *The Care and Treatment of Volunteers*, (no date), Citizens Committee for the Public Schools. (Source: See Appendix IX *or* contact Citizens committee for the Public Schools, Inc., 2 West 45th Street, Room 1201, New York 36, New York. Cost: unknown).

______________, *Why a Citizens' Committee Must Be Representative*, 1962, Citizens Committee for the Public Schools. (Source: See Appendix VII *or* contact Citizens Committee for the Public Schools, Inc., 2 West 45th Street, Room 1201, New York 36, New York. Cost: Unknown.)

Teaching Source Unit

CITIZENS' ADVISORY COUNCILS IN EDUCATION

Unit: Formation Procedures (2)

Concern: Charters, Philosophies, and Constitutions (C)

Objectives: After instruction, the class member:

1. Recognizes the purpose(s) for a charter, philosophy and constitution.
2. Recognizes the major parts of a charter, philosophy, and constitution.
3. Recognizes the inclusions generally considered important in the above documents.

Suggested Teaching Techniques:

1. Have each class member prepare a mock sample of each document.
2. Have the class members critique the sample documents prepared by other class members.
3. Provide several samples of charters, philosophies, and constitutions for individual perusal.
4. Encourage and foster group discussion of the Anticipated Problems and Concerns.
5. Have a local senator or representative talk to and discuss with the class members the importance and major aspects of charters, philosophies and constitutions.
6. Have a local citizens' advisory council member of school board member talk to the class members and discuss their experiences in preparation and use of such documents.

Suggested Audio-Visual Aids:

1. Duplicate and distribute sample copies of charters, philosophies, and constitutions. Samples are shown in the Appendices X, XI, and XII.
2. Render documents useful for use with overhead, opaque, or 35mm projector.

Anticipated Problems and Concerns	Guides to Solutions & Sample Teaching Techniques
1. What is a charter or resolution, and why is it important in the effective use of a citizens' advisory council?	Suggested Solutions: A charter or resolution is a document drafted by the sponsoring agency of a citizens' advisory council to authorize the formation and operation of a citizens' advisory council. A charter or resolution is important as it authorizes the existence and operation of the citizens' advisory council. Suggested Techniques: A. Have the class members review the sample charter on page 33 of the recommended resource entitled ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK. B. Have the class members look through the information included in Appendices X & XI. C. Solicit and encourage discussion of the question by the resource person in attendance. D. From the above information, have the class members develop a satisfactory answer for the question.
2. Who should prepare and what should be included in a charter or resolution?	Suggested Solution: A charter or resolution should be prepared by the sponsoring agency. This is usually the board of education. Others, such as

2. (Continued)

the administration, may prepare the document for the board's ratification.

A charter or resolution should contain:

A. The name of the organization or body who is authorizing the citizens' advisory council formation.
B. Proposed purposes for formation of a citizens' advisory council.
C. Proposed activities and operational guidelines for a citizens' advisory council.
D. Authorization and appointment of a selection committee.
E. Guidelines and membership directives for the selection committee's use.
F. Proposed organizational and operational structure for the citizens' advisory council.
G.
H.
I.
J.

(Other satisfactory items may be added as they are brought out in class discussion.)

Suggested Techniques:

A. Have each class member prepare a list of items that should be included in a charter.
B. Have each class member prepare a mock charter.

2. (Continued)	C. Have the class members review page 33 of the recommended resource entitled ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK. D. Have the class members review the information given in Appendices X and XI. E. From the above information, have the class members prepare a satisfactory answer for the question.
3. What is a philosophy of education, and why is one important to the development and operation of an educational program?	Suggested Solution: A philosophy of education is a statement of the educational beliefs and value decisions of a school board, citizens' advisory council, or other body. A philosophy is important as it makes public the overall educational beliefs and attitudes of the educational body. From the determination of the philosophy, subsequent decisions concerning the educational program may be made which will reflect the community's value structure and system. Suggested Techniques: A. Have the class members prepare a philosophy for their own individual lives. B. Have the class members individually prepare mock philosophies of education. C. Solicit and encourage the verbal involvement of the resource person in attendance.

3. (Continued)	D. From the above information, have the class members develop a satisfactory answer for the problem.
4. What is a constitution and bylaws, and why are they important to the operation of a citizens' advisory council?	Suggested Solution: A constitution and bylaws set out the organization, rationale, and operation procedures for an organization. A constitution usually closely follows the contents of a charter and philosophy. A constitution and bylaws structure the operational framework for an organization to promote effective and efficient operation, and to guard against unfair and unethical operations in the future. These documents also align the organization's efforts to those desired, and keep those efforts in line with the original purposes as time passes. Suggested Techniques: A. Have the class members read pages 32-33 in ORGANIZATION AND EFFECTIVE USE OF ADVISORY COMMITTEES. B. Have the class members view the information included in Appendix XII. C. Have the class members review pages 24-39 in the recommended resource entitled ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK. D. From the above information, have the class members develop a satisfactory answer.

5. What should a constitution and bylaws contain, and who should prepare these documents?

Suggested Solution:

Preparation of the constitution and bylaws usually is a joint effort between the citizens' advisory council and the school board. A constitution and bylaws should contain:

A. Definition of the organization.
B. Definition of those involved in the organization.
C. Expressed purposes for the organization.
D. Organizational structure.
E. Administrative structure.
F. Operational guidelines.
G. Meeting mechanics guidelines and rules.
H.
I.
J.

(Additional satisfactory answers may be added as identified.)

Suggested Techniques:

A. Have each class member prepare a listing of what a constitution and bylaws should contain.
B. Have each class member prepare a mock constitution and bylaws.

5. (Continued)

C. Have each class member obtain a constitution and bylaws from an organization. These samples may be brought into class and discussed as to their format application for citizens' advisory council.

D. From the above information, have the class members as a whole, prepare a constitution and bylaws for a local citizens' advisory council.

Suggested Evaluation Techniques:

1. Collect and subjectively evaluate the mock documents prepared by the class members.
2. Develop, administer and evaluate an objective test on the material covered.
3. Request a written self-evaluation by each student based on the course objectives and anticipated problems.

Recommended Resources:

Hofstrand, Richard K. and Phipps, Lloyd J., Advisory Councils for Education: A Handbook, University of Illinois, Urbana, 1971, pp. 37-39. (Source: REDL, 357 Education Building, University of Illinois, Urbana, IL 61801. Price: 50¢)

References and Sources:

King, Sam W. Organization and Effective Use of Advisory Committees, Washington, D.C., U.S. Government Printing Office, 1969, Vocational Division Bulletin #288, pp. 27-8, 32-3.

Phipps, Lloyd J. Handbook on Agricultural Education in Public Schools, Danville, Illinois: Interstate Publisher, 1965, pp. 52-56. Cost - $9.75.

Phipps, Lloyd J. and Knell, Kenneth, The How of Successful Citizens' Advisory Committee Operation, University of Illinois, Urbana, 1968, Appendix F, p. 2 and Appendix I, p. 1-3 (Source: REDL, 357 Education Building, University of Illinois, Urbana, Illinois 61801, Price 75¢).

Teaching Source Unit

CITIZENS' ADVISORY COUNCILS IN EDUCATION

Unit: Internal Operation of Council (3)

Concern: Mechanics of Meetings (A)

Objectives: To develop within citizens the ability to:

1. Identify the different types of meeting and the factors pertaining to each particular meeting.
2. Select and integrate relevant material in preparation of an agenda.
3. Recall or recognize lines of authority.
4. Plan a meeting using the proper procedures in preparing an agenda.

Suggested Teaching Techniques:

1. Conduct a discussion and review of the responsibilities of each officer in the citizens' advisory council.
2. Make a list of possible topics for the agenda. Divide class into three groups. Make each group plan a meeting then defend it before the class as a group.
3. List a group of possible agenda items, determine which items are not important and why.
4. Use "brainstorm" procedures as a way of getting new ideas for an agenda.
5. Have students take turns conducting a mock meeting in the class.

Suggested Audio-Visual Aids:

1. Use the chalkboard to list the items involved in an agenda.
2. The overhead projector is very useful as a flexible means of writing down the items to be included on the agenda.

Anticipated Problems and Concerns	Guides to Solutions & Sample Teaching Techniques
1. What are the different types of citizens' advisory committee meetings?	All members of the advisory council should attend the general advisory meetings. All other meetings will be attended by subcommittee members. Suggested Techniques: A. Through class discussion generate a list of meetings that will involve the citizens' advisory committee. B. Using the above list discuss who should be in attendance and how many people should be involved. C. Conduct a class discussion on advantages and disadvantages of the number of people at a particular meeting. D.
2. What is an agenda and how is it used?	An agenda is a valuable tool for any meeting. It is a written procedure to follow in conducting the meeting. The agenda, if used properly, will give each member of the committee a responsibility, not only to look for important topics to present in the meeting, but also to make preparations for a successful meeting. Suggested Techniques: A. Discuss with the class the pros and cons of an agenda.

2. (Continued)	B. Write the name of a meeting down and propose an agenda that could be used for that meeting. C. Discuss pitfalls of certain agenda items to prevent radical ideas from developing. D.
3. What is the proper order of business when conducting a public meeting?	The following is a proposed order of business and may vary from one area to another or for different meetings. 1. Call to order and roll call. 2. Minutes of previous meeting. 3. Orders of the day or the agenda. 4. Report of program of work. 5. Special features (speakers, music, etc.). 6. Unfinished business. 7. Committee reports. 8. New business. 9. Adjournment. 10. Entertainment, recreation, refreshments. Suggested Techniques: A. Provide each member of the class with a copy of Roberts' Rules of Order. Have members skim through the booklet and then generate a list similar to the one above. B. Have class carry on a discussion of proper and improper procedures in conducting a public meeting. C.

4. What is the role of the chairman?	The chairman of a meeting must be a successful leader. His function is to run a progressive, decision-making program. Suggested Techniques: A. Conduct a class discussion on the role of the chairman and indicate specific area of involvement. (See Appendix XIII.) B. Have the class generate topics for committees, select a chairman and role play the responsibility within the committee of the chairman. C. Use role playing before the entire class and have selected class members chair different types of meetings. D. Assign Appendix XIII as a reading assignment and then discuss how to be a better meeting chairman with the class. E. F.
5. Other areas requiring information.	Organizing a meeting is more than an agenda and officers. The following questions must be answered before a meeting can be held. 1. Purpose of the meeting. 2. Time of Meeting. 3. Place of the meeting. 4. Those to be involved in the meeting. 5. Social aspects.

5. (Continued)

Suggested Techniques:

A. Conduct a class discussion, relative to the above five factors, and determine how to implement them.

B. Have members of the class give prepared reports dealing with each area requiring information.

C. Invite a resource person to the class to speak on the topic of "Success through Meeting Mechanics."

D.

E.

Suggested Evaluation Techniques:

1. Observe changes in student behavior as the program develops.
2. Check student's written work to see if it fulfills objectives.
3. Conduct an oral evaluation as to relevance of material.
4. Ask students to write a self-evaluation.

Recommended Resources:

Vocational Division Bulletin No. 288, Trade and Industrial Education Series No. 71, Organization and Effective Use of Advisory Committees, U. S. Department of Health, Education and Welfare, 1968, pp. 40-54.

Hofstrand, Richard K. and Phipps, Lloyd J. Advisory Councils for Education: A Handbook, University of Illinois, 1971 (Source: REDL, 357 Education Building, University of Illinois, Urbana, Illinois 61801 Price: 50¢).

Phipps, Lloyd J. and Kenneth Knell, The How of Successful Citizen Advisory Committee Operation, University of Illinois, Urbana, 1968, pp. 10-11. Source: REDL, University of Illinois 357 Education Building, Urbana, Illinois 61801 Price: 75¢ .

Phipps, Lloyd J., Handbook on Agricultural Education in Public Schools. Danville, Illinois, 1965, pp. 57-60, 300-314. (Source: Interstate Printers and Publishers, Inc., Danville, Illinois.)

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Maines, Marianne, Advisory Committees for Home Economics, Terre Haute, Indiana, Vocational Instructional Materials Laboratory, 1969, pp. 10-11. (Source: Vocational Instructional Materials Laboratory, Department of Vocational and Technical Education, Indiana State University, Terre Haute, Indiana 47801. Price--unspecified.)

Teaching Source Unit

CITIZENS' ADVISORY COUNCILS IN EDUCATION

Unit: Internal Operations (3)

Concern: Use of Subcommittees (B)

Objectives: After instruction, the student is able to:

1. Generate a list of functions and activities considered proper for advisory subcommittees.
2. Identify and recall the kind and size of subcommittees to be used.
3. Demonstrate correct democratic processes.
4. Assume responsibility for effective operation of a subcommittee.

Possible Teaching Techniques:

1. Have class suggest areas needing study or review. Then have students select the topic they desire to expand and set a time limit for collection of information and presentation to the class. Hand in written objectives or goals for their topic.
2. Conduct class discussion on lists of questions using illustrations to help answer these questions.
3. Assign three to four people from the class to come to the class prepared to demonstrate how to work in a subcommittee.
4. Assign a member of the class to research the topic of subcommittees and conduct a lecture-discussion approach to the problem with the class members.

Suggested Audio-Visual Aids:

1. A chalkboard may be used to list areas of concern of the committees.
2. An overhead projector may be used if a chalkboard is not available.

Anticipated Problems and Concerns	Guides to Solutions and Sample Teaching Technique
1. What is a subcommittee or a special committee and how is it organized?	A subcommittee is a group of individuals selected from the central advisory committee and elsewhere to study a specific problem area. While the basic practices of subcommittees are the same, various schools have tailored the approach to solving problems with subcommittees to fit their needs. Suggested Techniques: A. Have class review the format of methods and procedures concerning the operation of affiliated committees (ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK, pp. 34-37). Before initiating a subcommittee this format should be filled. B. Using the discussion approach, suggest a specific problem area and then break the area down to fit the format for subcommittees. C.
2. What is the relationship and duties of a subcommittee?	Each subcommittee should be independent of other subcommittees. All correlative work should be done on the central advisory committee level. Suggested Techniques: A. Have class generate a list of duties for a particular area.

2. (Continued)	B. Divide the class into groups and have each person respond, by writing down how they would carry out the particular duty they were assigned. C.
3. How should the subcommittee report to the general committee?	A progress report should be prepared for the central advisory committee meeting and presented to keep the central committee informed. When all the data have been collected and the subcommittee has fulfilled its duties, a written report should be presented to the central advisory committee. Suggested Techniques: A. With the aid of the class, develop a format for subcommittee reports. B. Obtain several subcommittee reports and evaluate in the classroom or in small groups. C. Invite a resource person to class to discuss the role of the consultant and the subcommittee. D.

Possible Evaluation Techniques:

1. Divide into committees all having the same topic. Have class members research a topic and submit a written proposal.
2. Observation of the changes in class attitudes during the class sessions.

Recommended Resources:

Hofstrand, Richard K. and Phipps, Lloyd J. Advisory Councils for Education: A University of Illinois, 1971. (Source: REDL, 357 Education Building, University of Illinois, Urbana, IL 61801. Price: 50¢).

Phipps, Lloyd J. and Knell, Kenneth, The How of Successful Citizen Advisory Committee Operation, University of Illinois, Urbana, IL, 1968. (Source: 357 Education Bldg., University of Illinois, Urbana, IL 61801. Price: 75¢).

Phipps, Lloyd J. Handbook on Agricultural Education in Public Schools. Danville, Illinois, 1965, pp. 54-55. (Source: Interstate Printers and Publishers, Inc., Danville, IL 61882).

Teaching Source Unit

CITIZENS' ADVISORY COUNCIL IN EDUCATION

Unit: Internal Operation of Council (3)

Concern: Group Dynamics (C)

Objectives: After instruction, the student is able to:

1. Identify and recall practices and procedures used in group dynamics.
2. Demonstrate correct usage of group dynamics.
3. Assume responsibility for the effective functioning of a working group.
4. Identify the purposes of different group dynamic methods.

Suggested Teaching Techniques:

1. Have class demonstrations for each identified area of group dynamics.
2. Have individual reports on various group techniques.
3. Have the class attend civic functions using various group techniques. Have the class discuss the process and the effectiveness of the group dynamics.
4. Invite a resource person to discuss the use of group dynamic methods.

Suggested Audio-Visual Aids:

1. The overhead projector and acetate sheets could be used very effectively for showing animated interaction of a group.

Anticipated Problems and Concerns	Guides to Solutions & Sample Teaching Techniques
1. What is a definition of group dynamics?	Group dynamics is a process of learning. The process uses the meeting as a vehicle. The different types of meetings are as follows:

1. (Continued)

1. Convention. When local unit representatives gather upon call of the parent organization to talk about problems of common concern, the meeting is designated as a convention.
2. Conference. A conference usually carries with it descriptive adjectives which identify it; for instance, family life conference, career conference, soils conference, etc. The adjective used tells the public what the conference theme is to be. This term should not be confused with a conference of two people regarding some problem as for instance, a teacher-pupil conference.
3. Institute. If a group of people come together for a series of meetings of one or more days' duration where instruction and information are given in a specific field, the meeting is often designated as an institute.
4. Workshops. A workshop is a relatively new term used to identify a meeting of people who have assembled where facilities are available for them to go to work.
5. Seminar. The term seminar is most commonly used around an institution of higher learning and normally presupposes that those participating bring with them much experience and training in the area under consideration.

1. (Continued)

6. Formal Classes. Formal classes are directed by experts or committees in charge who move the group in the direction they believe it should go. Informal techniques may be employed in the course of the activities.

7. Informal Discussion. Informal discussion has as its keynote, participation. It is hoped that everyone will take part. Meetings are often initiated and conducted on an informal discussion basis.

8. Short Course. If the meeting procedure is more systematic than a conference but less extended and formalized than credit courses offered by colleges, the meeting might be characterized as a short course.

9. Lecture Series. Quite often outside speakers, or perhaps only one speaker, is called upon to deliver a series of addresses. These may extend over several days or may be intermittent as, for instance, one day per week or month. These types of meetings can be best designated as lecture series.

Suggested Techniques:

A. Have individual members give oral reports on the different types of meetings.

1. (Continued)	B. Divide class into small groups and discuss the different types of meetings. C. Conduct a class discussion of the different areas after reading associated materials relative to the different types of meetings.
2. What different group dynamic techniques may be employed in a meeting?	In outlining meeting procedures, effort should be made to include the more important techniques which might be employed. A list of techniques are: 1. Formal or stage presentations. All communication is in one direction, from stage to audience. a. Lecture or speech b. Symposium c. Panel discussion d. Colloquy 2. Discussion techniques a. Open discussion b. Co-leaders in group discussion c. Buzz sessions d. "Phillips 66" technique e. Leadership team (1) discussion leader (2) process observer (3) recorder (4) resource person

2. (Continued)

- f. Listening teams
- g. Role playing
- h. Dramatic skit
- i. Brainstorming
- j. Lecture forum
- k. Symposium
- l. Panel forum

3. Demonstration and laboratory
   - a. Method demonstration
   - b. Result demonstration
   - c. Laboratory procedure
4. Field trips and tours
5. Audio visuals
6. Written communication

Suggested Techniques:

A. Divide the class into groups and use each of the techniques outlined.

B. Have class read Appendix XVI and Appendix XVII. After reading, use discussion approach to gain an understanding.

C. Have members of the class give individual reports to help clarify the meaning of the technique.

D. Have class use a written evaluation of the class to see how many techniques that have been used they can identify.

E.

3. How is the problem-solving process related to group dynamics?	Group dynamic techniques are employed in situations where a problem-solving process is used. Suggested Techniques: A. Use the case approach to determine when and what techniques to use. Present a situation and determine the problem areas. Select a technique or techniques that will best solve the situation. B. Have class generate a list of techniques and suggest when to use the technique. C. Have groups within the class role play different techniques and then have the class determine the technique and the success of the group in using it. D.
4. What are the advantages of various group dynamic techniques?	Inasmuch as group dynamic techniques involve nearly every aspect of learning and education in some way, it is important to recognize their advantages. The following is a partial list of advantages: 1. Method of relaying information. 2. Method of problem solving. 3. Uses resources at hand for a meeting. 4. Determines meeting procedures. 5. Provides a realistic way to approach a situation.

4. (Continued)

6. Method of getting input from all members.

8.

9.

Suggested Techniques:

A. Have class discuss and then generate a list of advantages to group dynamics.

B. Conduct a class discussion on the pros and cons of group dynamics.

C. Invite a resource person to class to speak on the topic of group dynamics.

D.

Suggested Eval[illegible]on Techniques:

1. Have class use a written identification of different dynamic techniques.
2. Use the class as the evaluators of techniques that have been used in previous classes.
3. Observe the students in a role-playing situation to determine the effectiveness of the teaching unit.
4. Observe the changes in student behavior as a result of the identification of techniques.

Recommended Resources:

Morgan, Barton and Glenn E. Holmes, Clarence E. Bundy, Methods in Adult Education, Ames, Iowa, 1960, pp. 56-140. (Source: The Interstate Printers and Publishers, Inc., Danville, Illinois.)

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Totten, W. Fred and Frank J. Manley, The Community School, Galien, Michigan, 1969, pp. 140-143. (Source: Allied Education Council, Galien, Michigan 49113.)

Sorenson, Roy, How to Be a Board or Committee Member, Association Press, New York, 1953.

Lippitt, Gordon L. and Edith Seashore, The Leader and Group Effectiveness, Association Press, New York, 1962.

Stenzel, Anne K. and Helen M. Feeney, Volunteer Training and Development: A Manual for Community Groups, The Seaburg Press, New York, 1968.

Haule, Cyril O., The Effective Board, Association Press, New York, 1960.

Biddle, William W. The Cultivation of Community Leaders, Harper and Brothers Publishers, New York, 1953.

__________, Getting and Keeping Members, Adult Education Association of U.S.A., 1225 Nineteenth Street, Northwest, Washington, D.C. 20036. Price: 60¢.

__________, Working with Volunteers, Adult Education Association of U.S.A., 1225 Nineteenth Street, Northwest, Washington, D.C. 20036.

Teaching Source Unit

CITIZENS' ADVISORY COUNCILS IN EDUCATION

Unit: Internal Operations (3)

Concern: Leadership Development (D)

Objectives: After instruction, the student is able to:

1. Recognize the different types of leadership.
2. Identify or recall methods or procedures used in leadership.
3. Assume responsibility for effective functioning of work groups.
4. Demonstrate self-reliance when working with a group.
5. Demonstrate the ability to list and correlate instead of dominate.

Suggested Teaching Techniques:

1. Have class members identify the different roles that leaders may take in the community.
2. Use a consultant, as a resource person, to discuss the importance of community leadership.
3. Use a resource person to distinguish the requirement of different community leaders.
4. Determine aprocess for identifying community leaders.
5. Establish a leadership situation and decide the best type of leaders wanted and how to deal with undesirables.

Suggested Audio-Visual Aids:

1. A filmstrip on community leadership would be a good introduction to this unit.
2. The chalkboard and overhead projector will be useful in programming in areas for discussion.

Anticipated Problems and Concerns	Guides to Solutions & Sample Teaching Techniques
1. What are the three types of leaders?	Leaders seemingly are all of the same type. On an analysis of the characteristics, the three types of leaders emerge: 1. Position leader. This individual is the leader because of his social, religious, cultural, or political position. 2. Emerging leader. This individual comes from within the group to meet the problem and when the problem is met, the individual goes back into the group. 3. Manipulative leader. This individual is often dictatorial and uses diverse ways to get a job done. This individual often uses people indiscriminately. Suggested Techniques: A. Ask class members to identify the three types of leaders or more listed above. B. Conduct a class discussion to review and determine the characteristics of the different types of leaders. C. Carry on a role play situation and have class identify the type of leader. D. Write actual leader situations, present them to the class and have class identify the leader type.

2. What kind of leadership is within a group?

Every individual in a group is a leader in some way. The contribution of each person can be a form of leadership. The following list is part of those who make up leadership.

1. Group leader is the person to take charge of or to open and close the meeting.
2. Content leader is a resource person who gives answers to questions that fall in his particular range of knowledge.
3. Negative leader is the person who is always against what is brought up or suggested. Often this person is negative just to be opposite the majority.
4. Question leader is always asking questions. He will have no answer but phrases new questions for every answer. He stimulates deeper thinking on other unthought of areas.
5. Idea leader is the person with a "brain-storm" mind. No particular questions or solutions but a wealth of ideas.
6. Apathy leader takes it all in as a topic is discussed. Votes with the majority but doesn't do a thing about it. This person has the idea that everything will work out in time.

2. (Continued)	Suggested Techniques: A. Have the class generate a list of the different types of leaders within a group. B. Have the class identify the characteristics of each type of leader in the above list and add any they think of. C. Conduct a panel discussion and identify the different people who use each leadership role. D. Have a small group conduct a committee meeting while the class observes. E.
3. **Where is the power structure in the community?**	The power structure in any community generally does not lie with the group leader. The group leader conducts the progrm but individuals who control votes, money or people compose the power structure. Often the power structure is an unknown to the public and could be the barber of the group leader or the head janitor in the school. In other situations it could be the priest or minister where there is a dominant church in the area. Civic organizations to which the businessmen belong often end up as the power structure and hold business men's cooperation as the stakes to get community leaders to do what they desire.

3. (Continued)

Suggested Techniques:

A. Conduct a discussion of power structure and identify if possible some of the situations listed above.

B. Invite a resource person to discuss power structure and how to utilize it in your organization.

C. Discuss the effects of a power structure on a school system and what its effect will be on education.

D.

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4. How do you develop leaders?

Since leadership is action-oriented, development of leaders is by doing. Unless an individual has an opportunity to either lead or role play, he will not be as effective a leader as he would have been with the chance to lead.

Suggested Techniques:

A. Divide the class into groups, assign a topic and watch the leadership develop. Do not tell the group to pick a leader but let the leader emerge according to the group.

B. Divide the class into groups, assign a leader and watch the leader handle the situation. Give the leader a topic outline and ask him to get the outline duplicated

4. (Continued)	by the group without showing the group the outline. C.
5. What are some techniques and skills of leaders?	1. Never compete with group members. 2. Specific time for the leader's remarks should be set aside. 3. Listen to group members. 4. The leader should establish his intent. 5. Don't permit anyone to be on the defensive. 6. Avoid pinning down an individual. 7. Use every member of the group. 8. When you are the leader, give it your best. 9. Keep the meeting moving at a fast pace. 10. Keep members informed about where they are and what is expected of them. 11. Do not manipulate the group. 12. Work hard at the technique of leadership. Suggested Techniques: A. Through class discussion generate the above list. B. Divide into groups and discuss different principles of leadership and how to apply them. C. D.

Suggested Evaluation Techniques:

1. Use the class as the evaluator of how a leader handled the problem and his committee.
2. Observe students in a role-playing situation to determine the effectiveness of the teaching unit.
3. Observe personal interaction within the class for cues of leadership techniques.

Recommended Resources:

Morgan, Barton, Holmes and Bandy, *Methods in Adult Education*, Iowa State University, Ames, Iowa, 1963, pp. 81-93 (Source: The Interstate Printers and Publishers, Inc., Danville, Illinois 61832).

Totten, W. Fred and Frank J. Manley, *The Community School*, Galien, Mich., 1969, pp. 142-143. (Source: Allied Education Council, Galien, Michigan 49113).

Hofstrand, Richard K. and Phipps, Lloyd J. *Advisory Councils for Education: A Handbook*, University of Illinois, Urbana, 1971 (Source: REDL, 357 Education Building, University of Illinois, Urbana, Illinois 61801. Price 50¢.)

Phipps, Lloyd J. and Knell, Kenneth, *The How of Successful Citizen Advisory Committee Operation*, University of Illinois, Urbana, 1968, pp. 14-17. (Source: REDL, 357 Education Building, University of Illinois, Urbana, Illinois. Price 75$).

Burt, Samuel M., *The Volunteer in Vocational Education*, 1969, pp. 3-7. (Source: W. E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, Michigan 49007. Price: 35¢).

Teaching Source Unit

CITIZENS' ADVISORY COUNCILS IN EDUCATION

Unit: Internal Operations (3)

Concerns: Induction of New Members (E)

Objectives: After instruction, the student is able to:

1. Recognize and recall the purpose of citizens' advisory councils.
2. Identify principles of good public relations.
3. Identify factors that influence the way to inform public.
4. Recall and recognize the essential function of the member within the committee.

Suggested Teaching Techniques:

1. Have a member of the class give a short discussion on purpose and function of advisory committees.
2. Invite a resource person to speak on the different principles or parts of public relations.
3. List different types of news or information media and discuss how to give information to each.
4. Divide class into three small groups and have an induction - identification situation for discussing areas and problems that are involved in citizens' advisory councils.
5. Put a topic on the board with a few facts - have class complete the composition.

Suggested Audio-Visual Aids:

1. Newspaper articles, cuts, radio announcements, ticker tape - show how an item is put together and the key words.
2. Get a Dale Carnegie tape for listening pleasure.

Anticipated Problems and Concerns	Guide to Solutions & Sample Teaching Techniques
1. What is the responsibility of the school board to the new members of the citizens' committee?	1. Mail a letter of invitation to membership with a copy of the board's resolution of the committee and a copy of the procedures in organizing and conducting the committee. 2. It is helpful for two representatives of the board to call on each new member to urge his acceptance and to answer any questions. 3. A prospective member should be given to understand that he is joining a particular committee that has: a. certain responsibilities b. certain modes of operation c. specific relationships d. certain restrictions upon its prerogatives e. advisory status only f. no action orientation. 4. They may accept or reject knowing what they are accepting or rejecting. Suggested Techniques: A. Through class discussion generate a list of desirable school board new member induction techniques.

1. (Continued)	B. Have students write down their interpretation of their selection of the citizens' council. Divide into small groups and discuss. C.
2. What should be the agenda for the first meeting of the year when new members are present?	The agenda projectively should include: 1. A short talk by the board president or his representative. 2. A short talk by the superintendent. 3. A short talk by someone from outside the committee who has had experience with citizens' groups. 4. An overview discussion of the purposes of the citizens' advisory council. 5. A summary of what was accomplished in the past year. 6. A review of the new year's project program. Suggested Techniques: A. Compare and discuss opening meetings and the briefings some individuals received as inductees. B. Develop an agenda or a criteria for the first meeting. This would be similar to the one provided or one which the class feels would be the most successful. C.

3. What is the function and relationship of new members to other members of the committee?	When the induction process of new members is followed as has been described and the individual accepts the responsibility of serving as a member, he has indicated his readiness to work. The nominee should not accept the request if they do not have the time or do not have sufficient desire to do a good job. The work of citizen advisory is not without its rewards, but dedication to the cause is required. Suggested Techniques: A. Have class members respond in writing what they think the relationship between old and new members should be. B. Conduct a class discussion on the topic of new and continuing members with associated responsibilities of each. C. Have class members suggest ways of getting to know each other because in a lot of cases the new members will not know the continuing members and vice versa. D.
4. What are some principles of good public relations?	Principles of good public relations are: 1. Keep the public informed. 2. Keep the committee informed about public attitudes.

4. (Continued)	3. Evaluate past work and ask questions such as: a. How well did our message reach the citizens of this area? b. How well did we get our message across? c. How well did we get the reaction of groups to our report? Suggested Techniques: A. Conduct class discussion on principles of good public relations. B. Have a volunteer panel discuss the pros and cons of public relations and its effect on the public school. C. Invite a resource person to discuss with the class the topic of public relations. D. E.
5. Who should inform the public and what are some ways of informing the public?	Informing the public is a major problem in any area or field. The citizens' advisory committee of its own volition should not inform the public. Any information for the public is sent to the appropriate representative of the school board with a request for publicity. The school board either sends out the publicity or authorizes the advisory council to take care

5. (Continued)

of publicity. Until information is published or authorization is given, the advisory council does not use the publicity media.

Ways to inform the public are diverse. The following is only a brief list:

1. By word of mouth
2. Newspapers
3. Radio
4. Television
5. Organizations
6. Public speakers
7. Publications
8. Circulars
9. Pictures
10. Films

Suggested Techniques:

A. Conduct a class discussion relative to publicity and the advisory council.

B. Invite a publicity consultant to class to discuss effective ways and means.

C. Have a subcommittee or a small group of class members present a demonstration and samples of publicity.

D.

6. What is the purpose of a public relations subcommittee?	The purpose of the subcommittee is threefold: 1. To collect all the facts, figures, and important new items concerning what the survey subcommittees are doing and trying to do, and to get information to all the people in the community. 2. To provide and promote ways and means by which the general public can present ideas and opinions to the advisory committee. 3. To facilitate communications among advisory members themselves. Suggested Techniques: A. Discuss in class the feasibility of a public relations committee. B. In small groups formulate policy and procedures for the public relations committee. C.

Suggested Evaluation Techniques:

1. Evaluate written material to determine further approach to a specified topic.
2. Conduct an in-class survey to determine the value of different publicity media.
3. Observe the effects of negativism in relationship to publicity.

4. Write a list of things you would like to know if you were a new member then ask - do I have answers to all of these?
5. Review the interpretations of what others have written.

Recommended Sources:

Sumption, Merle R., How to Conduct a Citizens' School Survey. New York, 1952, pp. 182-187. (Source: Prentice-Hall, Inc., 70 Fifth Avenue, New York, New York).

Phipps, Lloyd J., Handbook on Agricultural Educaton in Public Schools. University of Illinois, Urbana, Illinois, 1965, pp. 54-60, 79-85. (Source: The Interstate Printers and Publishers, Inc., Danville, Illinois 61832).

Hofstrand, Richard K. and Phipps, Lloyd J., Advisory Councils for Education: A Handbook, University of Illinois, 1971. (Source: REDL, 357 Education Building, University of Illinois, Urbana, Illinois 61801. Price: 50¢).

Phipps, Lloyd J. and Kenneth Knell, The How of Successful Citizen Advisory Committee Operation, University of Illinois, Urbana, Illinois, 1968, pp. 15-17 and Appendix I. (Source: REDL, 357 Education Building, University of Illinois, Urbana, Illinois 61801. Price: 75¢).

Teaching Source Unit

CITIZENS' ADVISORY COUNCILS IN EDUCATION

Unit: Activities and Operation (4)

Concern: Conducting Surveys (A)

Objectives: After instruction, the student:

1. Identifies the different types of surveys that can be administered.
2. Recalls and recognizes advantages and disadvantages of surveying.
3. Identifies instruments used in surveying.
4. Identifies factors that will influence the kind and the length of a particular survey.

Suggested Teaching Techniques:

1. Using the overhead projector, with the help of the class, design a survey to fit a special need.
2. Have students generate a list of survey items, write them on the chalkboard, and discuss the advantages and disadvantages of each.
3. Have students generate a list of survey items individually and then divide into small groups to discuss and formulate the best survey items. Each group leader will present their formulation to the class for further discussion.
4. Invite a special consultant to speak to the class, on surveys and surveying.

Suggested Audio-Visual Aids:

1. The chalkboard should be utilized to itemize the generated survey topics as they are presented by the class.
2. The overhead projector with acetate sheets could be used very effectively to project prepared survey forms for all the class to see at one time.

Anticipated Problems and Concerns	Guides to Solutions & Sample Teaching Techniques
1. What is a survey and what are its purposes?	A survey is a means of collecting data. There are many techniques in the use of surveys that make them more valid, more reliable, and easier to use. Suggested Techniques: A. Ask the class to respond to the question, "What is a survey?" List the ideas put forth by the class on the blackboard. B. With the ideas listed on the blackboard either hand out a mimeo sheet or use an acetate sheet on the overhead projector, to give some examples of good survey forms. C. From the examples, give the class a chance to determine the best parts of the survey and why. D. Discuss in class the relationship between a purpose or need and a survey instrument.
2. What is a sample?	Sampling, instead of surveying the whole population, decreases the work involved but does not reduce the reliability of a survey if certain precautions are taken to ensure that the sample is representative of the community. Use surveying when absolute numbers must be used for an answer.

2. (Continued)

Suggested Techniques:

A. On the chalkboard, draw an illustration of a sample and describe the characteristics of such a process.

B. Have a member of the class describe samples or sampling.

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3. What areas or groups are representative of our community?

1. Geographical distribution
2. Age
3. Type of business
4. Owners or tenants
5. Religion
6. Nationality
7. Education or profession
8. Sex
9. Ethnic group
10.

Suggested Techniques:

A. Ask class members to generate a list similar to the one provided above.

B. Conduct a class discussion concerning problems of representation with these groups or areas.

C. Generate a list of ways to achieve representation within the community.

3. (Continued)	D. Invite a resource person or consultant to speak on involvement of factions and dissidents within the community.
4. What are the advantages and disadvantages of surveying?	A. Advantages: 1. Gives exact information 2. Establishes present situation 3. Feels the pulse of the public 4. B. Disadvantages: 1. Very time consuming for a large population 2. Requires a large number of people to conduct 3. Doesn't always give the exact information required 4. Can be subject to interpretation Suggested Techniques: A. Have the class generate a list of survey items. B. Conduct a discussion as to what information is required and how best to collect it by using the survey technique. C.

5. What are the different types of surveys?	The three types of surveys are: 1. Projective survey 2. Present or existing condition survey 3. Evaluative or follow-up survey
6. What kind of surveys are there and how often should they be conducted?	Some different kinds of surveys are: 1. Projected enrollment 2. Current enrollment 3. Bussing needs 4. Occupational needs 5. Occupational desires of employers 6. Occupational desires of students 7. Evaluative as to job, salary 8. Safety Suggested Techniques for Anticipated Problems and Concerns 4-6: A. Using the generated survey items, discuss the best possible times for conducting each survey. B. Determine who establishes need for a specific survey by reviewing policy. C. Structure a survey within the group outlining process and procedures to be used. D.

Suggested Evaluation Techniques

1. Subjectively evaluate the written work of the class member.
2. Use the class as the evaluator of individual group presentation of their best survey items.
3. Observe student in a role-playing situation to determine the effectiveness of the teaching unit.

Recommended Teacher Resources:

Phipps, Lloyd J. and Kenneth Knell, The How of Successful Citizen Advisory Committee Operation, University of Illinois, Urbana, 1968, Appendix B and D. (Source: REDL, 357 Education Building, University of Illinois, Urbana, Illinois 61801. Price: 75¢).

Phipps, Lloyd J., Handbook on Agricultural Education in Public Schools. Danville, Illinois: The Interstate Publishers, Inc., 1965, pp. 92-94.

American Vocational Association, The Advisory Committee and Vocational Education, Washington, D.C., 1969, pp. 18-19. (Source: Publication Sales, American Vocational Association, 1510 H. Street, N.W., Washington, D.C. Price: $1.25).

Illinois State Office of the Superintendent of Public Instruction, Evaluation, Supervision, and Recognition of Schools. Circular Series A, No. 160, Springfield, Illinois, 1964, p. 52 (Source: The Office of the Superintendent of Public Instruction, Springfield, Illinois).

Oxford, Roger W., College-Community Consultation, DeKalb, Illinois 60115, 1967, pp. 26-31. (Source: Northern Illinois University, Division of Adult Education, DeKalb, Illinois).

Totten, W. Fred and Frank J. Manley, The Community School, Galien, Michigan, 1969, pp. 196-209. (Source: Allied Education Council, Galien, Michigan 49113).

Hofstrand, Richard K. and Phipps, Lloyd J. Advisory Councils for Education: A Handbook, University of Illinois, 1971. (Source: REDL, 357 Education Bldg., University of Illinois, Urbana, Illinois 61801. Price: 50¢).

Teaching Source Unit

CITIZENS' ADVISORY COUNCILS IN EDUCATION

Unit: Activities and Operations (4)

Concern: Development of Objectives and Policies (B)

Objectives: To develop within citizens the ability to:

1. Identify and recall the steps in policy making.
2. Distinguish concepts, principles, and generalization in policies.
3. Identify consequences of no policy.
4. Apply policy concepts, principles, and generalizations to new situations.
5. Distinguish between policies and objectives.
6. Identify objectives for use by citizens' advisory councils.
7. Recognize objectives in relation to policy in public education.

Suggested Teaching Techniques:

1. By invitation have a superintendent of schools come into the class and present some policies of the secondary school system. Discuss these to understanding as to what a policy consists of.
2. Have each class member write policy or policies about a particular topic. Present these policies to the class for review and evaluation.
3. Divide class into small groups and generate ideas that could formulate policy.
4. Divide class into two groups--generate policy items and then assign one side pro and one side con and debate the policy implication and involvement.
5. Collect a series of policies that are already in effect and review the ramifications and conditions.

Suggested Audio-Visual Aids:

1. An opaque projector could be used to show class different policies without having a copy for each student.
2. The chalkboard can be used to list class generated items.

Anticipated Problems and Concerns	Guides to Solutions & Sample Teaching Techniques
1. Policy making	The American system places the responsibility for public policy upon the citizens of the country. Relevant questions are: A. What are policies? B. Who makes policies? C. What are the steps in policy making? Suggested Techniques: A. Have class members read pages 21-25 in ADVISORY COUNCILS FOR EDUCATON: A HANDBOOK. B. Collect policy statements from different schools, civic groups, businesses, etc., for review. C. Evaluate the different policies in an effort to pick out bias and determine who developed the policies. D. Request the class to generate a list of steps in policy making comparable to those provided in ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK. E. Have class members generate general topics to write policy for. Divide class into small groups and have each group select a chairman and a secretary. The group

1. (Continued)	develops the most important policies for the topic selected by the group. After 20 minutes each group will present topic and policies to class for evaluation. F.
2. What is an objective and how is it related to policy?	An objective is a determination of what accomplishment is desired. An objective is often referred to as goal. Policy, rules, and regulations are the vehicle to achieve objectives. Objectives and policy facilitate philosophy. Suggested Techniques: A. Have class generate a list of topics or areas of achievement. B. Have each student write objectives to a selected topic. C. Divide class into small groups and compare objectives. Carry out evaluation in the small groups. D. Conduct a class discussion on the relationship of objectives to policy and rules. E.

3. How are citizens' advisory committees involved in developing objectives and in policy making?

The process of education changes slightly from time to time and to keep education viable it is necessary to evaluate education. As a result of this evaluation, suggested objectives and associated policies must be changed.

Suggested Techniques:

A. Have class evaluate policies and objectives to determine the relevance for today.
B. Have the class generate other areas that objectives or policies could be initiated that are not currently involved and then write on an individual basis their contributions.

Suggested Evaluation Techniques:

1. Subjective observation of written assignments by class members.
2. Observe individual students as they respond to a situation.
3. Self-evaluation of students.

Recommended Sources:

Phipps, Lloyd J., Handbook on Agricultural Education in Public Schools, Danville, Illinois. The Interstate Publishers, Inc., 1965, pp. 60-65.

Hofstrand, Richard K. and Phipps, Lloyd J. Advisory Councils for Education: A Handbook. University of Illinois, 1971. (Source: REDL, 357 Education Bldg., University of Illinois, Urbana, Illinois 61801. Price: 50¢).

References and Sources:

Ahman, Stanley J. and Marvin D. Glock, Evaluating Pupil Growth, Boston, Mass.: Allyn and Bacon, INc., 150 Tremont Street, 1963, pp. 7-72. Price: $6.00.

National Citizens Commission for the Public Schools, How Can We Conduct a Winning Campaign? New York, New York 10036, 1955, Work Guide No. 3C, pp. 23-24. (Source: National Citizens' Commission for Public Schools, 2 West 45th St., New York, New York 10036).

Wright, Elmer, Sample Policy Statements, University of Illinois, Urbana, IL 61801, 1970.

Phipps, Lloyd J. and Kenneth Knell, The How of Successful Citizens Advisory Committee Operation, University of Illinois, Urbana, Illinois, 1968, Appendix E. (Source: 357 Education Building, University of Illinois, Urbana, Illinois 61801. Price: 75¢).

Teaching Source Unit

CITIZENS' ADVISORY COUNCILS IN EDUCATION

Unit: Activities and Operations (4)

Concern: Evaluation Techniques (C)

Objectives: After instruction, the student is able to:

1. Identify the steps in an evaluation process for public education.
2. Recall and recognize the advantages and disadvantages of evaluation techniques.
3. Recognize correct evaluative procedures for public education.
4. Judge the adequacy with which conclusions are supported by data in situations.

Suggested Teaching Techniques:

1. Prepare some sample evaluations, hand these out to class and then conduct class discussion on the sample evaluations.
2. Have the class generate a list of several topics relevant to public education and have each class member select one and expand or develop an evaluation for that topic.
3. Divide the class into small groups, select a topic from a student-generated list and develop an evaluation.
4. Conduct a class discussion and write up a list of major points to include when developing an evaluation.
5. Invite a resource person to describe an evaluation and discuss the different aspects with the class.

Suggested Audio-Visual Aids:

1. Using the opaque projector, show the center pages of So You Want to Evalute Your School, an ICEC publication.

2. Use an overhead projector to present transparencies of sample evaluations. Use a grease pencil to add or delete sections.
3. Use the chalkboard. Put the evaluation on the chalkboard and have individuals be responsible for correcting certain areas.

Anticipated Problems and Concerns	Guides to Solutions & Sample Teaching Techniques
1. What do you evaluate?	An evaluation is a measurement to determine value or effectiveness to a specific situation. This evaluation may be broad and general or it may be detailed and specific. Suggested Techniques: A. Conduct a class discussion of what an evaluation actually is. B. Have the class generate a list of areas where evaluations could be used. C. Present and study different evaluations to see if the evaluation was valid or relevant. D. Invite a resource person to class to discuss an evaluation they were involved in that would benefit the class. E.
2. What should be expected from an evaluation?	An evaluation determines the level or point on a standard scale, a school or facility is functioning. By utilizing the evaluation information it will be possible to realign or

2. (Continued)	set new goals to achieve the level of quality or competence desired Suggested Techniques: A. Using a selection of objectives and policies already being used, review an evaluation that was completed in relation to these objectives and policies. Discuss with the class whether or not the evaluation is valid or determines relevant information. If the evaluation shows that the objectives are not being met then the class could suggest a number of ways to realign and correct the situation. B. Using sample evaluations, divide into small groups and discuss the different evaluations and the implications of each. C.
3. What are the steps in conducting an evaluation and how often should evaluations be conducted?	The steps in an evaluation may vary slightly but generally should fit the following format: A. Obtain consent of the board. B. Determine the goals and expectations of the school. C. Submit the tentative list to the professional staff for comment and suggestions.

3. (Continued)

D. Submit the list of goals to the board of education for endorsement.

E. Determine circumstances under which the evaluation will be made.

F. Determine the instrument of evaluation.

G. Decide who is to conduct the evaluation.

H. Make the evaluation and collect the data.

I. Analyze the data.

J. Make out a written report.

K. Give data, analysis and report to the school board.

The process of evaluation is a continuous one. When a need for an evaluation is determined and the board of education agrees, then, an evaluation should be made.

Suggested Techniques:

A. After carrying out a discussion on the possible steps of an evaluation, generate a list similar to the one provided.

B. Use the small groups' approach to get the information or steps in an evaluation.

C. Invite a resource person to come and discuss with the class the best techniques for conducting an evaluation.

D. Determine an area of evaluation and let the class members design an instrument for the evaluation.

3. (Continued)	E. Conduct a class discussion and utilize the individual information to put together a good, all inclusive instrument. F.
4. What are some criteria for evaluations?	This topic basically will be covered in determining the steps in the evaluation. If they are not covered, introduce the following ideas and information. Suggested Techniques: A. Use one example of an evaluation and have class members look for: 1. Personal bias by the designer or designers of the evaluation instrument. 2. Political implications. 3. Prejudice of any type. B. Discuss with the class if the evaluation: 1. Finds out the strengths and weaknesses of the program. 2. Evaluates the effectiveness of the program. 3. Determines ways and means of improving the program. C.
5. Can citizens do a good job of evaluating schools?	Yes, they can if they judge results, not educational procedures and practices. Citizens

5. (Continued)

should be interested in results. How to get the desired results is for the professional people to figure out.

Suggested Techniques:

A. Have the class review different evaluation forms to see if the evaluation is on results or procedures.

B. Review with the class the purpose of citizens' advisory committees.

C. Discuss with the class the role of the citizens' advisory committees in relationship to the board of education.

D.

Possible Evaluation Techniques:

1. Subjective observation of written assignments.
2. Observation of class reaction and response to key points.

Recommended Resources:

Hofstrand, Richard K. and Phipps, Lloyd J. Advisory Councils for Education: A Handbook, University of Illinois, 1971, pp. 44-47, 28-29. (Source: REDL, 357 Education Building, Urbana, Illinois 61801. Price: 50¢).

ICEC, So You Want to Evaluate Your School, University of Illinois. (Source: REDL, 357 Education Building, Urbana, Illinois 61801).

King, Sam W., Organization and Effective Use of Advisory Committees, Washington, D.C., U.S. Government Printing Office, U.S. Department of Health, Education and Welfare, Vocational Division Bulletin No. 288, 1968, p. 27.

Phipps, Lloyd J., Handbook on Agricultural Education in Public Schools, Danville, Illinois: The Interstate Printers and Publishers, Inc., 1965, pp. 86-89. (Source: The Interstate Printers and Publishers, Inc., Danville, IL 61883).

Phipps, Lloyd J. and Knell, Kenneth, The How of Successful Citizen Advisory Committee Operation, University of Illinois, 1968, Appendix B, D, and E. (Source: REDL, 357 Education Building, University of Illinois, Urbana, Illinois 61801. Price: 75¢).

Page, Ray, Evaluation, Supervision, and Recognition of Schools, Springfield, IL., 1964, Circular Series A, No. 160. (Source: The Office of the Superintendent of Public Instruction, Springfield, Illinois).

Teaching Source Unit

CITIZENS' ADVISORY COUNCILS IN EDUCATION

Unit: Special Citizens' Advisory Councils (5)

Concern: Problems of Ad Hoc Committees and Recommended Operational Procedures (A)

Objectives: After instruction the student should be able to:

1. Identify the need for ad hoc committees.
2. Identify the advantages and disadvantages of ad hoc committees.
3. Identify and recall operating procedures of ad hoc committees.

Suggested Teaching Techniques:

1. Have a consultant discuss techniques, activities, and recommendations for use in ad hoc committee programming.
2. Develop an ad hoc committee situation and discuss in the class the function and operating procedures.

Anticipated Problems and Concerns	Guides to Solutions & Sample Teaching Techniques
1. What is an ad hoc committee?	An ad hoc committee is a specialized committee that deals with a particular problem area. The ad hoc committee may supplement the general continuous committee or work independently of the general committee under the direction of the board of education. Suggested Techniques: A. Through class discussion determine problem areas that could more easily be handled on an ad hoc basis. For example:

1. (Continued)	1. Special events 2. Parent and teacher relationships 3. Curriculum planning 4. Building utilization B. After generating a list of ad hoc special areas, discuss the "how" and "why" aspects of the special problems to determine proper use of ad hoc committees. C. Have class read pages 5-8 in ORGANIZATION AND EFFECTIVE USE OF ADVISORY COMMITTEES. Discuss the relationship between the types of committees, their purposes and specific functions. D.
2. What are the operating procedures of an ad hoc committee?	The operating procedures are: A. Make a detailed study of the problem. B. Determine the best plan of action to take within the community. C. Determine the opposition to the problem. D. Recommend procedure to handle opposition. E. Solicit the assistance of the power structure. 1. Lawyers 2. Local newspapers 3. Mayor, etc.

2. (Continued)	Suggested Techniques: A. Divide the class into small groups and have each group apply the operating procedures to a problem area of their choice. B. Announce a problem to the class, then have small groups attempt to solve the problem. Have each group select and use one of the preceding five operating procedures. Each group should present alternate ways of handling the situation. C. Compare the solutions suggested by the class and evaluate each solution. D.
3. What are other functions of an ad hoc committee?	Other areas which might be referred to ad hoc committees are: A. Bond issues. B. Site selection for schools. C. Revision of total curriculum. D. Establishment of internal school boundaries. Suggested Techniques: A. Obtain copies of different plans used to solve the various problems frequently encountered by ad hoc committees. Discuss in class.

1. (Continued)	B. Divide the class into small groups, such as would be used for an ad hoc committee, and assign a specific problem for each committee to solve. C.
4. What are the advantages and disadvantages of an ad hoc committee?	Advantages of ad hoc committees: 1. The committee studies and reviews only one problem and then is released. 2. Committee members may be specialist or consultants that normally would not be involved in a continuing committee. 3. The committee may utilize people who would not serve on an ongoing committee. 4. Disadvantages: 1. Necessary to select new members for each problem. 2. Each new committee must be educated and oriented. 3. Since committee is of a temporary nature, members may not become as deeply involved in school community relations as they would on a continuing basis.

Suggested Evaluation Techniques:

The instructor may:

1. Observe the ideas generated by the class members.
2. Observe class members' functioning in an ad hoc committee exercise.
3. Request written self-evaluation from each student as to his or her accomplishments within the class.

Recommended Resources:

King, Sam W., Organization and Effective Use of Advisory Committees, Washington, D.C.: U.S. Government Printing Office, U.S. Department of Health, Education and Welfare, Vocational Division Bulletin No. 288, 1968, pp. 5-8.

American Vocational Association, The Advisory Committee and Vocational Education, Washington, D.C., 1969, pp. 18-19. (Source: Publication Sales, American Vocational Association, 1510 H. Street, N.W., Washington, D.C. Price: $1.25).

State of Illinois Board of Vocational Education and Rehabilitation, Advisory Committees Organization and Use in Vocational and Technical Education, Springfield, Illinois, 1970, pp. 2-3. (Source: Division of Vocational and and Techincal Education, 405 Centennial Building, Springfield, Illinois 62706).

Teaching Source Unit

CITIZENS' ADVISORY COUNCILS IN EDUCATION

Unit: Special Citizens' Advisory Councils (5)

Concerns: Problems and Practices of Vocational or Occupational Committees (B)

Objectives: After instruction, the student will be able to:

1. Recognize problems of the vocational or occupational committees.
2. Judge the effectiveness of using vocational or occupational councils.
3. Interpret federal and state laws regarding the use of citizen committees for vocational or occupational programs.

Suggested Teaching Techniques:

1. Have students read the laws and regulations dealing directly with technical and vocational education.
2. Through class discussion determine problems and practices of vocational-occupational programs of the different geographical areas represented by the class.
3. Invite a representative of either a junior college, university or the State Department of Vocational and Technical Education to discuss problems and practices of vocational or occupational committees.

Anticipated Problems and Concersn	Guides to Solutions & Sample Teaching Techniques
1. Where do vocational-occupational councils fit into the flow chart on citizens' advisory committee structure? (See Appendix III.)	Place the flow chart from Appendix III on an opaque projector and use for discussion purposes so that the class may understand the flow of communications and authority.

1. (Continued)

Suggested Techniques:

A. In class discussion, follow the arrows in the flow chart to indicate communications and authority.

B. After following the lines of communications and authority, discuss the relationship of the different organizations on the flow chart.

C. Without using the proposed flow chart, have students divide into three groups and develop a flow chart showing communications and authority.

D. When the three groups have completed their flow charts, utilize the class to help develop a flow chart on the blackboard using the information generated by the groups.

E.

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2. What areas are involved in vocational or occupational councils?

The following vocational areas should have representation on the vocational advisory council.

A. Administration and Supervision of Vocational and Technical Education

B. Adult Education

C. Agricultural Education

D. Business Education

E. Engineering Technology

2. (Continued)	F. Health Occupations G. Home Economics Education H. Industrial Education I. Public Service Education J. Supportive Services for Vocational and Technical Education Suggested Techniques: A. Have students study pages 4-17 of ORGANIZATION AND EFFECTIVE USE OF ADVISORY COMMITTEES. B. Through class discussion, have the class generate a list of areas that could be involved in vocational or occupational councils. Compare the generated list with references listed in the literature. C.
3. What is the actual relationship between the general advisory committee and the vocational or occupational committees?	The relationship between the general advisory committee and the vocational occupational committee is based on determined needs. The general committee is responsible for the operation of the different sub-committees. The vocational or occupational committee is responsible to the vocational education committee.

3. (Continued)	In turn it is recommended that the vocational education committee work through the general advisory committee with the local board of education. Suggested Techniques: A. Review the flow chart that the students helped develop. B. Solicit a resource person to attend class and discuss the relationship of the general committee and the vocational or occupational committee with the class. C. Have class review pages 55-60 of ORGANIZATION AND EFFECTIVE USE OF ADVISORY COMMITTEES. D. Conduct class discussion relative to the question under consideration. E.
4. What does the federal law say concerning advisory councils in vocational education?	Public Law 90-576 90th Congress, H.R. 18366, approved October 16, 1968. H9374 National and State Advisory Councils. Quote "Sec. 104.(a)(1) There is hereby created a National Advisory Council on Vocational Education...." "(5)(6)(1) Any State which desires to receive a grant under this title for any fiscal year shall establish a State Advisory Council, ..." end quote.

Suggested Evaluation Techniques:

1. Observe class members' reaction to the problems and practices of vocational or occupational committees.
2. Request students' self-evaluation of their change in attitude toward vocational and technical education.

Recommended Resources:

American Vocational Association, Inc., Vocational Advisory Committees, Washington, D.C., pp. 1-20. (Source: American Vocational Association, Inc., 1010 Vermont Avenue, N.W., Washington 5, D.C.).

Illinois State Board of Vocational Education and Rehabilitation, Advisory Committees, Springfield, Illinois, 1970, pp. 1-10. (Source: Illinois State Board of Vocational Education and Rehabilitation, 405 Centennial Building, Springfield, Illinois 62706, Price: Free).

American Vocational Association, The Advisory Committee and Vocational Education. Washington, D.C., 1969, pp. 24-30. (Source: Publication Sales, American Vocational Association, 1510 H. Street, N.W., Washington, D.C. 20005. Price: $1.25).

King, Sam W., Organization and Effective Use of Advisory Committees, Washington, D.C., U.S., Department of Health, Education and Welfare, 1968, pp. 9-17.

Advisory Committees, Organization and Use in Vocational and Technical Education, Springfield, 1968, pp. 1-8. (Source: Illinois State Board of Vocational Education and Rehabilitation, 405 Centennial Building, Springfield, Illinois 62706. Price: Free).

APPENDIX I

RURBAN EDUCATIONAL DEVELOPMENT AND THE WORK OF CITIZENS' ADVISORY COMMITTEES*

Lloyd J. Phipps*
Director, REDL
University of Illinois

I think I should explain to you first what we mean by Rurban. As you have already surmised, it is a coined word. We had a person call us yesterday and tell us we had no right to do such a thing. The word was not in Webster's dictionary. But I think it expresses very aptly what we have in mind. Rurban is not rural, it is not urban. We mean, by a rurban area, an area that is composed of the open countryside, small towns, and small cities, if you want to call them small. The sociologists think of 200,000 people as being a small city as opposed to the metropolitan areas surrounded by their suburban areas. This is what we might mean by rurban. We are interested in educational developments in these rurban areas.

Some of you, I know, are from the metropolitan areas. Do not tune me out immediately, because what we have to say about rurban educational development also applies to you. You are concerned, or should be concerned, about educational development in rurban areas. Let me give you some information about the situation. At one time and for considerable periods of time in this country, economists and others believed that the answer to the problems of rural areas was to export the surplus population to the metropolitan areas. The economic policies that we have followed in this country have forced the people from our rurban areas. The concomitant result has been a blighting effect on the towns and small cities in rurban aresa.

The outmigration from rurban areas to metropolitan areas has also increased to intolerable levels the problems of these metropolitan areas. Air pollution, water pollution, transportation problems, race problems, ghettos and poverty enclaves resulting from the continuing growth of metropolitan areas are a blight on society and cannot be tolerated in the twentieth century and in an affluent society.

I would like to give you some figures on what the situation is. At the present time, 78 percent of the population in the United States live on one to two percent of the land area. The outmigration from rurban areas, and I mean not just rural areas but from small cities and small towns, is approximately one million people a year. This has been happening for some time. In the 1940's and 1950's approximately twenty million people outmigrated from these areas to the metropolitan areas. If this present trend continues for a few more years, in excess of 90 percent of the population will be crowded onto two to three percent of the geographical area of this country, with the rurban areas being relative vacuums in respect to population. Rurban areas cannot remain viable with this continuing outmigration of their best talent, and the metropolitan areas cannot effectively absorb all persons being forced upon them. Instead of accepting the notion that rural outmigration is inevitable, or even admirable, the idea is arising that the megapolis may not be the answer to all social, economic and political problems in the United States.

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* Address given at a conference, "Improving the Effectiveness of Citizens' Advisory Committees," University of Illinois.

There are some very definite counter proposals that have been advocated recently. One of the proposals is that this country needs to do something to stem the flow from rurban areas to metropolitan areas. Some people are suggesting that we instigate a reverse flow. Considerable sentiment is developing for a national decentralization of business and industry to rurban areas as a means of making these areas more economically viable as places to live and to work, and as a means of solving pollution problems, transportation problems, ghetto problems and poverty problems that have developed to intolerable levels in metropolitan areas. We are seeing more and more articles in the press, if you have been tuned in on this sort of literature, regarding the outmigration problem of rurban areas. There was a national conference on December 11 and 12, 1967, in Washington, D.C. which was called by seven cabinet members to discuss and to make definite plans regarding what to do about this problem. The people that are doing rurban planning are beginning to say that the cities cannot solve their problems by themselves. They are saying that we must have rurban development.

Recently, I attended a meeting in Stillwater, Oklahoma, called by Senator Harris. It was a congressional hearing type of meeting. Over 700 people were there from all over the United States, and the hearing was all about the problem of rural to urban migration. They were making some definite plans as to what we can do as a country to utilize the entire country and get a balance, a proper balance, between the rurban areas and the urban areas, metropolitan areas. They were not talking about rural areas, they were talking about rurban areas. They were talking about functional economic areas composed of several counties with small cities, as the central hubs of these rurban areas.

Is it possible to make rurban areas viable again? Some Gallup polls and other types of surveys show that all the people do not want to live in metropolitan areas. About 50 percent of the people would like to live in rurban areas, not necessarily rural areas, but rurban areas. These people have been pushed into metropolitan areas; they have not been pulled there. The population and industries are no longer tied to certain geographical areas. We have the transportation and the power to communication required for locating industry anywhere in this country.

What are some of the ways to implement rurban development? One way is to increase job opportunities in rurban areas. We have an act before Congress at the present time, the Harris-Pierson Act called the Rural Job Opportunities Act, which is designed to increase job opportunities in rurban areas. Another suggestion is the decentralization of industry. Industries are already doing this. IBM has moved out of New York City. Some people are talking about tax incentives to encourage the decentralization of industry. An important way is the development of service jobs in rurban areas. In many rurban areas the recycling of monies within the areas would create more jobs and be of more benefit to the area than the bringing of additional branch factories into the area.

Often in rurban areas maximum benefits from payrolls are not realized because the workers often spend their monies for services outside the area instead of within the area. If an area has good jobs for 1,000 persons in primary businesses and industries, it should be able, by providing adequate services in the area to maximize the recycling of this payroll, to provide good jobs for 9,000 persons. Often, however, these areas have jobs for only 2,000 to 3,000 persons because service businesses and industries have not been developed adequately so that the people will spend their money within the area. In my opinion, our educational systems in rurban areas must accept part, but not all, of the blame for the failure of rurban areas to provide adequate service jobs.

We have consciously or unconsciously promoted educational programs in our schools in rurban areas that have forced the young people and the adults in these areas to leave, instead of preparing them so that they could make a living in the area if they did not want to leave. Our educational programs, in most rurban areas, have systematically promoted the draining away from these areas of the most intelligent and the most talented young adults they produce.

For the young people and adults in rurban areas who are not interested in preparing to leave their home areas or are not capable of handling the courses provided, which are designed in many cases to produce outmigration, we have provided something which we have labeled the general education curriculum which really prepares for nothing. These young adults, after they have completed the schooling available to them, are forced, in most instances, to leave their home areas because of the lack of job opportunities. They drift into metropolitan areas and because they are products of the general education curriculum, they often add to the misery of the cities and usually end up on welfare in the poverty enclaves found in the inner cities.

Education is not the total answer to rurban development, but it is an essential component. Rurban development cannot succeed without adequate educational development in rurban areas. Instead of providing only educational programs in rurban areas designed to prepare young people and the adults for export, why not assist these areas and assist the rurban renaissance by preparing them for the job opportunities that will be available to them in developing and developed rurban areas?

Most rurban areas have permitted or have driven away the industries and the jobs that logically belong in these areas. They have driven them away because they have focused the attention of young people and adults in their areas on the occupations that existed in metropolitan areas. They have failed to focus attention on the job opportunities and potential job opportunities in rurban areas. Further, the educational programs provided have not prepared the young people to work in the industries and jobs that logically belong in rurban areas. The least that could be done would be to provide concurrent work-education programs in local businesses and industries.

Let me give you an example of how industries have been driven from rurban areas. In many agricultural areas in Illinois, the industries associated with production agriculture or farming have been forced to discontinue their businesses or move to metropolitan areas because they could not obtain qualified employees. Not all, but part, of the blame for this situation must be placed on the educational programs provided in rurban areas. Fortunately, we are beginning to rectify our mistakes. Mattoon High School, for example, now has an agricultural occupations program to prepare boys and girls for employment in the agricultural-oriented businesses and industries that should logically serve the rich farming area surrounding Mattoon. Further, Lake Land College at Mattoon now has an agricultural occupations program to prepare at the technical level for employment in nonfarm agriculturally oriented businesses that must be maintained in the rurban areas of Mattoon if this area is to survive as a functional economic area, a viable area that will hold and attract good citizens.

Rurban areas may be able to take giant steps forward by focusing less of their attention on attracting branch factories to their areas and by focusing more of their attention on developing their own industries. Look at some of the rurban areas in Minnesota, for example. There is one area of Minnesota that you all know for its mental health facilities. About 45 percent of the jobs in a 40-mile radius are provided by this mental health industry. It is a home-grown industry.

What has our Rurban Educational Development Laboratory to do with the Illinois Citizens' Education Council? It is our belief that there is a "ground-swell" movement in our country to make rurban areas more viable as places in which to live and work. This "ground-swell" is inevitable as a means of relieving the pressure on metropolitan areas. Rurban development efforts cannot succeed, however, unless they are accompanied or preceded by the correct educational development. It is also our belief that adequate educational development is dependent on the effective work of the Illinois Citizens' Educational Council and the work of local citizens' committees.

We, therefore, believe that a fruitful way of promoting rurban educational development is to promote the effective use and operation of citizens' advisory committees.

We encourage citizens' advisory committees to consider such questions as the following:

1. What educational development is needed to prepare young people and adults for job opportunities in developing rurban areas?

2. How can concurrent work-education programs be implemented?

3. How can the attention of young people and adults be focused on rurban job opportunities as well as metropolitan job opportunities?

4. What educational developments are needed to prepare young people and adults for occupations that logically belong in rurban areas, such as rural recreation occupations and nonfarm agriculturally oriented occupations?

5. What educational developments are needed to prepare people for service occupations that must be provided if a rurban area is to become and remain viable?

6. What educational developments are needed to prepare residents to accept a rurban renaissance? Most people resist change. Rurban renewal on a functional economic area basis will create vast changes and will be resisted by many residents. Educational programs at the adult level and at other levels will be needed that will assist residents in rurban areas to adjust successfully to changes that will occur. And I am firmly convinced that these changes will occur. The problems in metropolitan areas are going to force them to occur. Metropolitan areas cannot solve their problems without a rurban renaissance.

We want to work with you in your public schools, with your citizens' committes, on problems such as these six that I have just mentioned. We hope that you will want to work on educational problem areas such as these.

APPENDIX II

Excerpts from a Speech: THE IMPACT OF CITIZENS COMMITTEES ON THE EDUCATIONAL PROGRAM

By Dr. Robert C. Lloyd, Tuesday, July 6, 1965,
National School Public Relations Association
Annual Seminar, July 4-8, 1965, Boston, Mass.

I appreciate and welcome this opportunity to talk with you about the Baltimore Citizens School Advisory Committee project. This project was a unique and exciting demonstration of private citizens' involvement in public schools. It has been difficult to select points from so much that could be said. I trust my selections will be of interest to you as I look back over two years of work.

First, I will describe briefly the organization and operation of the Citizens Committee. Second, I will highlight quickly some of the basic principles that governed the project and which gave maximum axxurance of a successful project. Third, I will mention some important cautions. Fourth, I will share with you what I believe were some of the important values and benefits.

To understand what happened with the Citizens Committee in Baltimore, you need to have some information about the Baltimore city schools. As the sixth largest city in the nation with a population of about 950,000, the public schools enroll 190,000 students in day school programs operating from some 200 schools. Of a total school staff of 11,000 persons, 8,000 are educational staff members and around 3,000 are classified staff. In addition to a 1965 operating budget of about $74.5 million, we plan to spend nearly $17 million in 1965 for construction of new schools. The nine-member school board, appointed by the Mayor with confirmation by the City Council, is fiscally dependent and has no taxing authority.

The Organization and Operation of the Citizens Committee

Following many months of discussion and study, the Board of School Commissioners established the Citizens Committee in late October, 1962, to engage in a two-year study of public education in Baltimore city. Twenty-five citizens from a list of over 700 names were appointed and held their first meeting in November, 1962. With citizens and staff participation, the school board had developed a set of bylaws and an administrative code that were transmitted to the committee. These two documents served to clarify purposes, objectives, operating procedures, and relationships.

In brief, the objectives of the Citizens Committee were as follows:

1. To survey the school needs and to study educational opportunities and services.
2. To contibute to the public understanding of the fundamental issues in education.
3. To examine what good schools are and what good schools can do for the community.
4. To stimulate creative thinking.
5. To identify ways of utilizing the community's resources in developing the best possible educational program.
6. To recommend improvements needed in the decade ahead (1965-1975).

The committee was organized into five city-wide study committees: Organization and Administration; Personnel and Staffing; Instruction and Guidance; School Plant Facilities; School-Community Relations.

To accomplish its objectives, the original 25 members appointed by the board, realized from the start that additional volunteers in quantity would have to be secured. At the peak point of operation, at least 1,500 persons had some part through service on over 50 committees and subcommittees. More than 450 meetings were held during the two-year period. The general committee of 25 and the steering committee members met some 70 times. At least 20,000 man hours, as a conservative estimate, were volunteered by citizens, all of whom served without compensation and with some personal financial cost to themselves.

The final report contains 303 specific recommendations, some of which have several parts. Presented in three volumes with a total of 530 pages, the report approximates 315,000 words. To honor requests for copies and to assist the school staff in its analysis of the report, an abridgement was prepared. It contains all of the recommendations but does not have the explanations, tables, and certain other supportive information. In addition to rather wide community and national circulation, copies of the abridgement were distributed to all educational staff members in the Baltimore city school system.

Also, to provide a general, abbreviated summary of the project, we produced a synopsis which does not contain the specific recommendations themselves but gives an overall picture of the project and the work of the Citizens Committee.

Basic Principles

A number of basic principles were understood by the Citizens Committee members at the outset of the project. Other principles emerged as the project progressed. In my judgment, the apparent success of the project can be directly traced to these principles. I have not attempted to rank them in any priority scheme.

1. The committee understood its function in relation to the school board, to the staff of the schools, and to the community. This function was advisory. The committee knew that the school board retained responsibility for all policy decisions.

2. The committee constantly communicated in writing with the president of the school board and the superintendent so that these two individuals were kept fully abreast of the progress and problems. In addition, verbal and written reports were presented to the staff as deemed desirable and necessary. The committee realized the importance of communciations with particular reference to informing the staff about the work being done. The committee published five issues of its own newsletter which reached a distribution of about 1,500 copies per issue.

3. The administrative code developed by the school board was extremely important in explaining the relationships between the Board, the staff, and the citizens. Also, the bylaws outlining operating procedures greatly aided the committee in promptly moving into the complex task of studying the public school system. Of interest to you is the fact that the bylaws were amended several times by the committee appropriate to their plans and needs. These two documents served an essential purpose in stating for all to know the objectives, policies, and relationships of the Citizens Committee.

4. Once appointed by the school board, the committee enjoyed complete freedom to carry out the project. At no time did the Superintendent of the Board restrict the operation of the Committee, or interfere with its work. Thus, from the outset, there existed a general feeling of mutual trust and confidence.

5. All members of the Citizens Committee were free to talk about the work of the committee by common agreement, but only the chairman could speak for the committee.

6. Every effort was made to involve all interested persons. A variety of techniques were used to invite and encourage participation. A significant membership stipulation was that persons participated as individuals, not as representatives of any group, organization, or institution. Any person could participate who either lived or worked in the city. Some of the individuals who participated included members and former members of the city council, judges, state legislators, former teachers, former school board members, persons working in other city agencies and bureaus, and individuals from a large variety of occupations. Housewives constituted a major portion of the membership. It should be stressed that all persons served as individuals.

7. The committee enjoyed excellent cooperation from the staff. Any initial concerns and apprehensions that staff members may have felt, quite rapidly evaporated. This can be traced primarily, though not exclusively, to the intelligent, sensitive, and sincere manner of the citizens as they made contact with hundreds of staff members at all levels and in all programs. Every school was visited at least once, some several times.

8. The committee tried always to focus its attention on the primary objective--better education. It avoided carefully getting into personalities, making snap judgments, and, all in all, it sought to shelve pet notions in the face of the facts of the matter.

9. The committee began its work with a belief that the public schools in the city were fairly good. They were genuinely convinced, however, that the schools were not good enough. Their report contains recommendations for improvement.

10. For the most part, the committee was a fact-finding committee. It is true that a few members, at times, saw their function as fault-finding.

11. The committee adopted a timetable and was able to adhere to the schedule. Furthermore, the committee had the freedom and responsibility to set its own priorities as to what to study, how to study, and how to report the studies. All areas of the school system were not examined and the committee not only states this forthrightly, but also urges the school board to have these areas examined sometime in the future. Great care was taken to study in depth rather than superficially.

12. The plans of the committee included careful consideration of the nature and style of the final report. What would it be like? What would it contain? The committee also presented to the board its thoughts concerning distribution, realizing that its task was discharged at the moment the report was presented to the board. It nonetheless had strong and definite feelings about wide circulation of the report.

13. For the most part, the committee started with the idea that they first needed an education about public education in Baltimore. Most of the first year was devoted to orientation and information-seeking activities before any particular consideration was given to developing recommendations.

14. In my judgment, one of the most important operating procedures called for review by and clearance from the steering committee of research projects and study procedures.

15. Committee members were given opportunities for full discussion of all business items. Indeed, an atmosphere of permissiveness prevailed in keeping with the desires of the chairman and most of the committee members. While some time may have been lost, in a sense most agreed, in looking back, that this policy was sound.

16. The committee carefully and judiciously guarded against interrupting or disrupting the ongoing school system. The committee understood that the education program must proceed normally even though members of the committee for many months were visiting schools and offices.

17. The committee searched for the good as well as the deficiencies. The good things were applauded and expansion recommended. Deficiencies were forthrightly identified and corrections recommended.

18. A definite review and screening procedure was established for the consideration of each recommendation. After a recommendation had been adopted by a subcommittee, it then had to meet the rigorous testing of the citywide study committee, the steering committee, and ultimately the general committee of 25. At least 40 recommendations were rejected somewhere along the way. Others were combined where obvious duplication occurred. In some cases, recommendations went through six revisions before being approved by the general committee.

19. Provisions were made for minority reports. The handling of minority reports either from individuals or from groups resulted in the formulation of a clear policy.

20. All educational staff members were given an opportunity to participate in plans for establishing the Citizens Committee. This opportunity for participation undoubtedly led to the splendid cooperative assistance provided the citizens by the staff. As mentioned before, definite steps were taken during the two-year project to inform the staff about the work of the committee.

21. The committee was given status and respect. Special stationery was designed and provided. Office space was furnished. Staff was assigned. Requests of all types were promptly handled. Special identification cards were given to members for presentation during school visits.

22. Accurate records were maintained portraying all committee and subcommittee deliberations and decisions. The superintendent approved the use of 16 outstanding school vice-principals for service as permanent recorders to the five major study committees. Not only did these staff members serve well, but they also gained much from their contacts with the citizens.

Other principles could be cited, to be sure. In this listing, I have endeavored to highlight those which seem to me to be the more important guidelines. As a matter of fact, during the project, I was accused of a kind of preoccupation with machinery and with ground rules. I suppose I would have to plead guilty and yet, as citizens look back over the two years of extremely hard work, they now advise me of the necessity of these ground rules and of this machinery.

Some Important Cautions

There are a number of important cautions that need to be squarely faced by those having responsibility for the operation of a citizens committee. I doubt that any of the ones mentioned below are new to you. Nor have I attempted to put them in any particular order of importance. School staff members and citizens must clearly understand some of the difficulties and hazards so that they are better prepared to meet the difficulties and avoid the hazards insofar as possible. Let me make clear that some of these cautions about people are aimed at a very small portion of people among the many hundreds, even thousands, who were involved in the Baltimore city project.

1. Some citizens may emerge from a citizens committee study as new-found experts who have most, if not all, of the answers. Some few will not have truly learned of the incredible complexity of running a large school system.

2. There will be factions and special interest groups. Disgruntled minorities with their pet theories will be abundantly evident.

3. Some few may even see themselves as the spokemen for the schools acting as a "super" school board.

4. There will be the initial eager beavers who all too soon are identified as free-loaders and deadwood.

5. Some of those with the big names and the established reputations are not necessarily the real workers.

6. A citizens committee project is work--very hard work.

7. Committees and subcommittees should be as representative as possible. Special efforts should be taken to involve persons from business and industry.

8. Consultants should be carefully selected and their involvement clearly defined.

9. In addition to obtaining facts, citizens need interpretation of facts. You all know the saying, "Don't confuse me with facts. My mind is made up." A few, unfortunately, have this attitude.

10. Recommendations developed by citizens must be based on identified needs following study and investigation and analysis.

11. Citizens need to understand and believe that their relationship to the school board is an ally, not as a threat. Overall goals and objectives of the two groups are in fact identical as all seek to improve the program of public education.

12. The committee should focus on both present and future needs. Citizens' dreams of public education, as expressed in their recommendations, should be sensibly and realistically based. But there must be some dreams.

13. Committees must regularly consider their own staff needs in relation to the conduct of the citizens' study. Such staffing requirements may be for professional personnel, clerical staff, consultants, and many other phases of human energy and talent that will be required.

14. The committee should develop policies and plans for involving and working with representatives of the public media. This is true at the beginning of the project, even before it officially starts, and throughout the project.

15. Citizens, as is probably true of people generally, need to scrupulously guard against the tendency to overgeneralize and to oversimplify.

16. Above all, members and officers should make certain all along the way that they stick to the objectives and purposes established. The tendency to stray and meander is real, but usually distracting.

17. Lastly, the Committee should be every mindful of cost implications of suggested improvements. No sound recommendation should be withheld simply because of cost, however.

Values and Benefits

In their report, the Citizens Committee noted what they called products of the process. Indeed, many benefits and values derived simply because there was a committee. Other good things have happened in the short space of time since the report was presented to the school board. Numerous benefits are yet to be realized but are assured as the school board acts on the citizens' recommendations. Let me share with you some of the values and dividends for public education in Baltimore city.

The most important product was the process itself of citizens and staff members meeting together, talking, and confronting the educational issues in today's world. Questions were posed for which there were no immediate answers and yet answers were found. Information was requested where research was required and was conducted. Horizons were widened. Understandings were improved. Sights were more sharply focused. The educative process was at work.

Many tangible benefits resulted.

1. Publications were produced ahead of schedule for use by the Committee. Reports were prepared that were useful both to the staff and to the citizens.

2. The maintenance and operation of buildings were improved.

3. Changes were made in the deployment of personnel.

4. Research activities were expanded and improved.

5. Some changes have been made in a few curricular programs. Other changes have been made in concepts of curriculum development and planning.

6. Closer liaison with colleges and universities, other city agencies, civic and professional groups, and PTAs can be observed.

7. Plans are being reviewed for continuing and extending the use of citizens.

8. A new set of promotional policies has been adopted and the staff appointed to administer these policies.

9. A staff committee is currently working on a long-needed handbook for per diem substitute teachers.

10. Many staff committees are busily engaged examining the report for ideas that may be recommended for adoption.

11. The project led to improved relations with the public media and the public generally.

12. Study of the report by other groups and committees within the city and around the nation surely places additional value on the project and the report.

13. Staff morale has been improved because of the project and more particularly because of the work currently underway wherein all staff members have the opportunity to convey reactions to the recommendations.

14. Materials were accumulated from around the nation by the committee which have ben made available to the staff.

15. The committee itself conducted research which has been of value to the staff.

16. The project brought into the schools many citizens who had never before been involved in or particularly concerned about the public school program.

17. Not bound by tradition or custom, citizens explored new areas, proposed new and different procedures, and brought creative thinking to the operation of the public schools.

Finally, it is hoped and anticipated that the impact of the study will be substantial and far-reaching, serving as a blueprint for public education in Baltimore in the decade ahead.

Much remains to be done since there are many recommendations and since the staff must study carefully the effect of any recommendation on the efficiency and effectiveness of the educational system. A complex task faces the administrative staff and the school board in preparing a follow-up report on the actions to be taken for each of the several hundred recommendations.

Summary

The Citizens Committee project, in the final analysis, provided an opportunity for schools and citizens to explore what the community wants and expects the public schools to accomplish. Hopefully, community support for better education has been stimulated and strengthened. The schools have had an unprecedented and unparalleled opportunity to inform the people about the needs, programs, achievements, and problems of the public schools.

Citizens not only examined what good education can do, but they also examined the consequences of not providing good education. The project demonstrated that public education is public business. Our conviction that informed citizens will support improved education has been supported, at least partially, for much remains to be done.

The public shcools are really the public's schools.

They will be as good or as poor as the public demands, expects, and supports.

The project seems to have demonstrated, also, through the thoughs and expressions of citizens, that human progress and educational quality are inseparable.

The pursuit of human excellence remains the most important task we face and the successful accomplishment of this task is directly related to our ability to provide excellence in education. Many Baltimore citizens do not talk now about the public schools or your public schools.

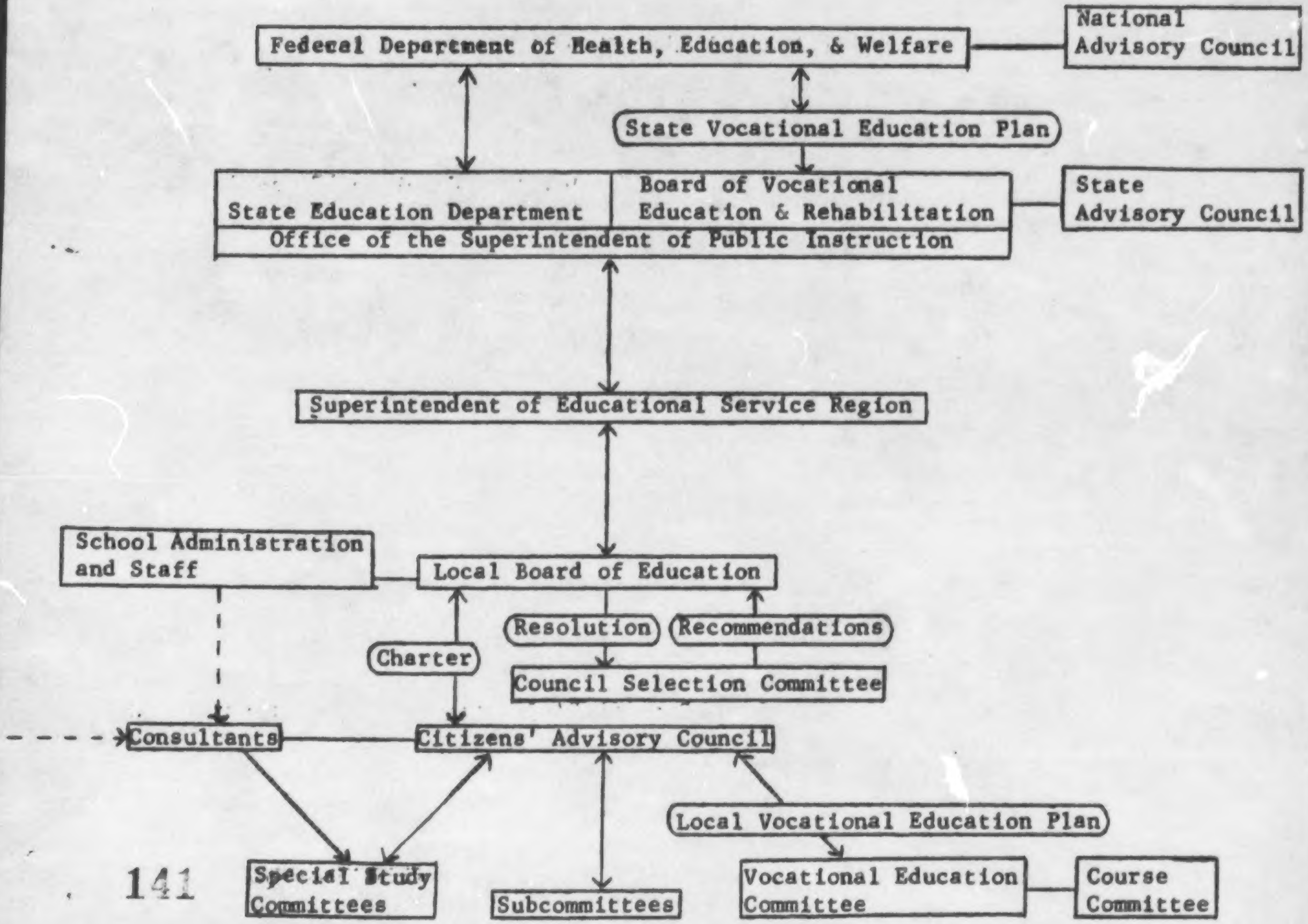
Rather, they use the term our public schools.

The committee sought to reaffirm the principle that education is a partnership between schools and the community. As the superintendent commented upon the Citizens Committee report, "The report represents the conscience of the community."

APPENDIX III

FOR DISCUSSION PURPOSES ONLY

PROPOSED FLOW CHART OF COMMUNICATIONS & AUTHORITY


Federal Department of Health, Education, & Welfare
National Advisory Council
State Vocational Education Plan
State Education Department
Board of Vocational Education & Rehabilitation
Office of the Superintendent of Public Instruction
State Advisory Council
Superintendent of Educational Service Region
School Administration and Staff
Local Board of Education
Resolution
Recommendations
Charter
Council Selection Committee
Consultants
Citizens' Advisory Council
Local Vocational Education Plan
Special Study Committees
Subcommittees
Vocational Education Committee
Course Committee

APPENDIX IV

SIXTEEN DO'S AND DON'TS FOR CITIZEN SCHOOL GROUPS*
(Based on the experience of 85 towns and cities)

DO	DON'T
Expect the job of organizing a study group to take time. More time spent in the beginning will mean less time wasted in the end. Give the project a chance to grow. Give leadership a chance to emerge.	Be in a hurry or rush others into accepting responsibility before they have a chance to find out how much is involved.
Start with temporary officers--maybe as temporary as for just one meeting; perhaps a host and/or hostess, instead of a chairman. Take turns keeping notes for the first few meetings. Provide ample opportunity for expression of all views.	Try to elect a slate of permanent officers at the first meeting, or try to choose subjects for study before you know what subjects interest the whole town most.
Give the Board of Education, Superintendent of Schools, and other school personnel opportunity at the outset to suggest how you can be most helpful and join in your activities. If their cooperation is not immediately forthcoming, keep trying. Be sure they receive notices of all meeting dates. Remember that independence doesn't rule out interdependence.	Fail continuously to seek cooperation from school authorities. Don't forget that cooperation does not mean domination.
Seek out for commendation areas in which your schools are setting an example for others, as well as areas in which there is room for improvement. Be a fact-finding group, not a fault-finding group.	Carp, critize irresponsibly, or involve personalities.

From: * The New York State Citizens' Committee for the Public Schools, Inc.
2 West 45th Street, New York 36, New York.

DO	DON'T
Make membership represent your town, community and education interests, business, labor, churches, organizations, youth, racial and national backgrounds, and all geographic areas. Keep meetings open to interested groups and persons. Build a cross-section membership big enough to do the job you outline for yourselves.	Try to do a board job with only a few chosen members.
DO	DON'T
"Include the opposition in." Invite those who disagree with you to participate in the group. Try to get them to accept responsibility in the group.	Be afraid of opposition or avoid those who disagree with you.
DO	DON'T
Clearly define the purpose, policy, and scope of your group after the first few meetings. This can be amended later, if the interests of the group broaden.	Tackle the job until you have all agreed on precisely what the job is.
DO	DON'T
Choose your subjects for study with reference to the preferences of the entire membership of the group, plus town opinion as sampled by the membership.	Have subjects for study chosen by a small committee and foisted onto the rest of the group.
DO	DON'T
Determine the number of officers needed, the number of sub-committees, etc., with reference to the scope of the job you carve out, in all its aspects.	Hold committee elections in a vacuum or emphasize machinery above subject matter.

DO	DON'T
Elect a responsible steering committee that will coordinate and stimulate the work of all subcommittees, and will authorize, with reference to the whole group, the work of each subcommittee.	Let subcommittees go off on individual tangents which may duplicate the work of other subcommittees.
DO	DON'T
Make liberal use of "live" resources in seeking answers to study-group questions. Consult town and school officials, industry, labor, health and housing authorities, architects, etc.	Rely on printed statistics to provide all the answers.
DO	DON'T
Keep the whole town continuously up-to-date on the methods, findings, activities of the group as you progress. Report to the press. Send speakers to meetings. Hold open forums.	Wait until your study is complete to let others know what you are doing.
DO	DON'T
Be sure final recommendations are based on a factual foundation and represent the views of the entire group in relation to the town. Include study of financial resources which can be tapped to support your recommendations.	Make "wishful" recommendations, which are not related to available sources of income, or to the needs of the town.
DO	DON'T
Officially share final recommendations with school authorities before releasing them generally.	Release final recommendations before school authorities have officially examined them.
DO	DON'T
Develop dramatic means of presenting your final recommendations to the entire town. Plan definite avenues of action leading to adoption of recommendations.	File your recommendations and forget about them.
DO	DON'T
Consider ways in which a school community council can be of permanent service to the town.	Consider your job as finished when you have completed your first full study.

APPENDIX V

GUIDING PRINCIPLES OF EFFECTIVE CITIZENS' COMMITTEES FOR THE PUBLIC SCHOOLS *

Be representative of the whole community.

Keep well informed (the process of gathering, digesting and passing on information is all important).

Earn confidence of the community through tangible achievement and services.

Strengthen the work of parent-teacher and other school-minded groups through teamwork, close liaison and by not duplicating efforts.

Work cooperatively with the School Board and School Administration but keep independence of thought and action.

Remember the citizens' committee studies, interprets and recommends, but that policy decisions rest with the Board of Education.

* Source: New York State Citizens Committee for the Public Schools
2 West 45th Street
New York 36, New York
Oxford 7-7420

APPENDIX VI

PROPOSED POLICY *

Remuneration for Consultative Services

The following statement is designed to outline in greater detail specific aspects of the noncredit policy dealing with consultative services.

Released time

The services of university staff members may be made available to area schools on a released time basis if departmental schedules permit. The local school system is expected to defray necessary travel and lodging expenses under this arrangement.

Extra pay

If no qualified staff member is available on a released time basis, the consultative service may be provided on an extra pay basis at the option of the school system making the request.

The school system, or other employing party, will enter into a contract with the university for the provision of the requested consultative service.

University staff members serving as consultants may be reimbursed in accordance with the following schedule:

¼ day or less	$15.00
½ day	25.00
3/4 day	40.00
over 3/4 day	50.00

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* Source: PEDL Office, Dr. Lloyd J. Phipps, Director, University of Illinois, 357 Education Building, Urbana, IL 61801.

APPENDIX VII

WHY A CITIZENS' COMMITTEE MUST BE REPRESENTATIVE*

Because:

Good Leadership
- Dies off
- Is siphoned off by other organizations
- Loses interest when it's not stimulated by other points of view
- Becomes sterile when it spends too much time talking to itself even about matters of vital concern
- Stops learning because everything is already "decided"

The Community
- Respects the attitudes of its natural leadership groups and wants their point of view on record
- Changes constantly so that new natural groupings and new leaders are developed
- Has all the natural frailities of any group of human beings and is suspicious of eggheads, low brows, extremists, middle of the roaders, fence sitters and banner wavers

The Citizen
- Wants to be able to identify with someone in the group
- Wants a chance to have his ideas explored
- Wants opportunity to work on something interesting to him
- Resents being told but wants a chance at doing some telling himself

The Board of Education
- Is elected to represent all of the people in the school district and can't listen only to the views of a few people or minority
- Labels as "radical" ideas presented by narrow-based groups with an axe to grind
- Resents being accused of knuckling under to pressure groups
- Suspects the validity of studies made by homogeneous groups representing one point of view even when they are demonstrably good studies
- Is reluctant to use an idea unless it can be shown to have widespread community support
- Can't rely on expanding relationships with a group whose leadership may be subject to the ills outlined above
- The Board wants continuing interest, help, awareness, reliable channels through which to communicate and to hear

The Administration
- With its first responsibility to the Board of Education and the children of the district is subject to the same hesitations as the boards of education, suffers more of a setback when supposedly representative groups lead planning astray

REPRESENTATIVENESS doesn't necessarily mean large numbers -- the quality is important too. Does your committee represent not only the geographic, ethnic, religious, socio-economic patterns but the talents, ideas, skills and abilities inherent in your community? Does your committee need new light on old problems? Get the points of view of those opposed: They'll make you think, realign your ideas, marshall your facts, seek further data to refute charges, express yourself clearly in words that convey your meaning to everyone, not just to the initiated.

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* Source: New York State Citizens Committee for the Public Schools, Inc.,
2 West 45th Street, Room 1201, New York 36, New York.

APPENDIX VIII

SOME IDEAS ABOUT RECRUITING *

There is no substitute for face to face communications

So when you go to see him:

Arm yourself with a clear idea of your program and purposes and go with a specific job in mind.

Have conviction about the citizens committee purpose, program and process and convey your conviction to the prospective member.

Take with you any written material you have, but don't rely on the printed word to sell the idea.

Talk about the job, let your prospect catch fire from your enthusiasm.

Be honest about the amount of time and work the job entails. (Too often we snare the half-willing, too-busy person by saying "There's really nothing to it," when we expect a lot of time and talent and effort.)

Be honest about the kind and quality of help the citizens committee can provide to do the job. If special resources are needed, be specific about materials and personnel.

Don't promise the unattainable. (People like Dr. Conant seldom have time to work with a local citizens' committee studying local transportation problems.)

YOUR REPRESENTATIVE MEMBERSHIP

A major job of citizens' committees working for and with their public schools is getting and keeping active members who represent the total community. As in all voluntary agencies, the job may be not where to get them, but how to keep them.

How long a volunteer stays with you and how effective he is depends in large measure not only on his personal interest in better schools but on the way he is recruited and oriented to the program and the way of working of your citizens' committee.

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* Source: New York State Citizens Committee for the Public Schools, Inc., 2 West 45th Street; Room 1201, New York 36, New York.

APPENDIX IX

THE CARE AND TREATMENT OF VOLUNTEERS*

Once you have him, treat him well and he'll be a source of inspiration and joy forever.

A FEW SUGGESTIONS

Keep an up to date membership file. Cards are easy to work with, but a loose leaf notebook will do as well, if you allow a full page for each member. Head the page with the name, address and telephone number.

Jot down the member's talents, abilities and his IDEAS for future work

Make a note of other affiliations, service clubs, business, social agencies, etc., and note the times when these call upon all of his spare time and energy.

Record items about his family: does his wife (or her husband) want to work with him, does he have school age children, and if so, what ages.

Remember his special educational interests -- the committee may decide to look into a related subject at some future date.

If he says NO to a job, respect his decision and write it down. He may very well say YES to something else.

A few techniques:

Keep in touch

Find out how he's doing without "checking up on him"

Offer help, ideas, encouragement

Report to him about other activities of the committee

Listen when he tells you something

Act on his suggestions and let him know what has been done about them and the results of his idea

Communication is a two way street. Listening is as large a part as talking.

Remembering and understanding are part of listening.

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*Source: New York State Citizens Committee for the Public Schools, Inc.,
2 West 45th Street, Room 1201, New York, New York.

APPENDIX X

WHY A CONTINUING CITIZENS' COMMITTEE:*

Advisory committees considering the question of becoming permanent citizens' committees may find the report of the Yorktown Heights, New york, Citizens' Advisory Committee useful. The NYSCCPS realizes that no one kind of organization suits all communities, but reproduces this report for your consideration in studying this problem.

As requested by the Committee, an Ad Hoc committee was formed to consider the advisability of establishing a permanent Citizens' Advisory Committee on Education in Central School District #2, Yorktown, New York. After due consideration of the question, the Committee reached the following conclusions:

1. The Citizens' Advisory Committee for the new High School shall recommend that the Board of Education approve the formation of a permanent Citizens' Advisory Committee on Education.
2. The purpose of this Committee shall be to further the cause of education in the district by assisting the Board and the administrators in arriving at the best possible solution to our educational problems.
3. Membership on this Committee shall be open to all adults in District #2 on an individual basis.
4. This Committee shall make every effort to insure that its membership be truly representative of the entire District.
5. A Committee of this type would offer the following advantages:
    - A. It facilitates communication between the board and the taxpayers.
    - B. If properly organized, it can be a true cross section of the community and thus be a reliable source of "public opinion."
    - C. It provides the board and administrators with access to special talents for studies and investigations, which if conducted by board members would be extremely burdensome and time consuming.
    - D. It provides a means of reconciling conflicting views.
    - E. It provides a training ground for prospective board members.

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*Source: NEW YORK STATE CITIZENS' COMMITTEE FOR THE PUBLIC SCHOOLS, INC.
2 West 45th Street, New York 36, New York.

APPENDIX XI

Sample Charters

Included in this section are two charters to illustrate how charters are designed to meet the needs of individual community situations. Page 33 of Hofstrand and Phipps ADVISORY COUNCILS FOR EDUCATION: A HANDBOOK provides a basic format for advisory committee charters.

SAMPLE CHARTER A

CHARTER FOR A CITIZENS' ADVISORY COMMITTEE*

I. NAME

The committee will be called the Citizens' Advisory Committee of ______________ School.

II. PURPOSES

The committee is constituted to:

1. Assist the Board of Education in developing broad educational policy for the school system.
2. Work with the employees of the school system, with the Superintendent's approval, in ways agreeable to all concerned, in planning and conducting the program of the school system.
3. Facilitate communication and cooperation between the school system and the citizens, organizations, and institutions of the district.

III. NATURE OF POLICY AND POLICY DEVELOPMENT

A. Policy is officially enacted by the Board of Education. The Board cannot legally surrender its responsibilities for the enactment and execution of school policies. In addition to enacting and executing its own policies, it must execute the laws of the State of Illinois that apply in the District. It abdicates none of its authority in creating a citizens' advisory committee.

B. Policy development is understood to be the process whereby policy is prepared for enactment by the Board of Education. Suggestions for school policy may come from any source. The citizens' advisory committee may originate policy proposals and may review proposals from other sources.

C. School policy is understood to comprise the answers to the questions about the purposes and the management of the school system which only the citizens of the district or their authorized representatives can answer. These questions are of the following types:

1. How is the process of policy development to be organized and conducted?
2. Who are the clientele of the school system and how, in general, is each element in the clientele to be served?
3. For what purposes is the public conducting the school system?
4. How are the people of the district to determine whether these purposes are being accomplished?

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*Source: REDL Office, Dr. Lloyd J. Phipps, Director, University of Illinois, 357 Education Building, Urbana, Illinois 61801.

5. What ways and means must the people of the district provide if the public purposes of the school system are to be accomplished?

    a. How is the program of the school system to be planned?
    b. How are adequate professional and non-professional staffs to be provided, retained, and improved?
    c. How is the school system to be organized and administered?
    d. What funds are required and how are they to be raised?
    e. What facilities (buildings, equipment, library, teaching aids) are to be provided?

IV. TENURE AND FIELD OF THE COMMITTEE

A. The citizens' advisory committee and any committees affiliated with it will continue as school sponsored committees until the committee is dissolved by a majority vote of the members of the board of education. The board reserves the right to reorganize the committee if it judges that its functions would be better performed if a different organization were provided.

B. The committee will concern itself only with matters directly related to the school system.

C. The committee will promote in the district the adoption of its proposed policy and plans for the school system only with specific authoritzation by the board of education.

V. MEMBERSHIP

A. The committee will include approximately 30 members.

B. Persons to fill vacancies in committee memberships which may occur during 19__ and 19__ will be recommended to the board by the selection committee.

C. The original members of the committee will serve for one year, after which they will determine by lot equal numbers of the members who will serve for one, two, or three additional years. New members with three-year terms will begin to replace the original members at the beginning of the third year the committee is in operation.

D. Appointments to the committee will be made by the board of education but no one will be appointed who has not been nominated by the selection committee. Resignations of members of the committee will be received by the board.

E. A representative of the board of education, the superintendent, and a representative of the teachers chosen by them will meet regularly with the committee without voting privileges. The board member and the teacher representative will be chosen annually, but neither shall serve for more than three consecutive years.

VI. SELECTION COMMITTEE

A. Each selection committee will include approximately 15 members, who are highly respected in the district, and who represent as well as possible all elements in the district.

B. In preparing a slate of new members to be presented to the board, a selection committee will:

1. Consult with a large and representative part of the citizens of the district by whatever means it may devise to secure their suggestions for membership in the committee.

2. Screen the names suggested by representative citizens and add other names if desired.

3. Recommend to the board prospective members of the citizens' adivsory committee who are:

    a. Capable of and like to be interested in the work the committee will do,
    b. Able to work cooperatively and constructively with others, their fellow members, the board of education, the staff of the school system, and their fellow citizens who are not officially connected with the schools,
    c. Representative of the people of the district in such respects as geographic location, sex, age, schooling, occupation, race, nationality background, membership in the organizations and institutions of the district.

(The Advisory Committee should include parents and non-parents, persons favorable to and critical of current school policies, large and small taxpayers, new and old residents of the district. In all of these respects, and in others that a selection committee may think important, the numbers included in the citizens' advisory committee should correspond to the number of their kind in the district. No one is to be included because he is an officer or a professional executive of an organization or institution. None is to be considered the representative or spokesman of any organization, institution, faction or element in the district.)

C. In recommending persons to fill vacancies in the citizens' advisory committee, a selection committee will consider the personnel of the entire committee and will seek to choose replacements who will help in maintaining the representative character of the committee.

D. A selection committee will recommend to the board one person for membership in the citizens' advisory committee for each position to be filled. It will prepare for its own uses a list of alternates who may be recommended to the board if nominations by the selection committee are not approved by the board or if those chosen do not accept membership.

E. Appointments to fill vacancies on the selection committees will be made by the board of education.

VIII. ADVISORY COMMITTEE PROCEDURES

A. The citizens' advisory committee is to organize itself in its own way, determine the frequency and nature of its meetings, choose its officers, provide for sub-committees and affiliated committees, and decide upon the problems it will study and the activities in which it will engage within the field indicated by this charter.

B. The committee is expected to add affiliated committees and to involve in its work many more citizens than are included in the central committee. Affiliated committees may be named to deal with the problems of the district, the attendance areas, the high school departments, and the Division of Adult Education.

C. In performing its duties, the committee is expected to conduct careful fact-finding studies and to use consultants (who are approved by the Superintendent) from the school staff, the district, and sources outside the district.

D. The school system will provide for the committee assistance by its professional and non-professional staffs, mimeographing and printing services, consultant service, publications, and other aids to the work of the committee to the extent that resources permit without damage to the current school program. The committee is asked to submit to the board in October of each year an estimate of its requirements of funds and personal services for consideration in planning the budget for the ensuing year.

E. The board of education and the citizens' advisory committee may originate policy proposals jointly or individually. The board may seek advice from the citizens' advisory committee concerning policy that has originated with either the board or the citizens' advisory committee.

F. Special, joint meetings of the board and the committee will be held when these meetings are desired by both groups.

G. Minutes of the meetings of the citizens' advisory committee, any sub-committee or special reports shall be available to each member of the committee and to each of the committee's regular consultants, and to the board of education, upon request. Minutes of sub-committee meetings do not need general distribution to all committees but sub-committees should report to the committee of the whole once every two months either by oral or written report, and these reports should be incorporated into the minutes of the citizens' advisory committee.

H. Minutes of the meetings of the board of education are available to any citizen of the district in the office of the board of education.

I. The committee may initiate studies of special interest to a majority of the group as well as study and recommend problems suggested by the board of education.

J. The committee may recommend policy for the school personnel, but it is never to consider the employment, promotion, transfer, dismissal, or salary of an individual employee.

K. All reports and recommendations of affiliated committees will be cleared by the central committee before they are submitted to the board of education or publicized in the district.

L. It is understood that all formal publicity regarding the committee and its work will be released by the superintendent.

M. The Committee, as such, will never recommend or endorse candidates for the board of education.

N. The members of the committee are expected to be interested in and informed about the work of the schools, the individuals and organizations with whom they normally have contacts, and to receive from them suggestions for the improvement of the schools. They may properly seek counsel from others in the district regarding proposals before the committee, though the committee as a whole and its affiliated committees will promote in the district no proposals for policy changes without authorization by the board of education.

O. The board of education may request the services of the committee in publicizing in the district policy proposals to which the committee and the board have agreed.

P. The board of education may submit for community consideration policy proposals which have originated in the committee.

SAMPLE CHARTER B

Citizens' Advisory Committee*

CHARTER

The following policies are proposed for adoption by a board of education in creating a district-wide citizens' committee with affiliated committees. A different set of policies would be required if only special committees reporting to a board of education were used.

1. Purpose. The purpose of a citizens' committee is to improve the education of the children, youth, and adults and thereby to develop more useful citizens and to enrich the lives of the people.

2. Ways in Which the Committee Is Expected to Contribute to This Purpose

    a) To study the problems of public education in the district which are properly the concern of the layman, rather than of professional people, and to report the findings of studies to the appropriate persons or groups within the school system.

    b) To advise the board of education in developing and revising official policies for the district.

    c) To counsel and work with the employees of the board of education in whatever ways are mutually satisfactory to the committee and to the employees and in keeping with the provisions of this charter in planning and conducting educational programs under board of education policies.

    d) To promote two-way communication between the public and the officials and employees of the school district.

    e) To facilitate co-operation in educational affairs between the schools and the organizations and institutions of the district, to extend the use of community resources by the schools, and to increase the proper use of the schools, their staffs, and their facilities by the people of the district.

3. The Legal Status of the Board of Education. The board of education is the legally constituted authority over the public schools of the district. It cannot legally surrender any of its powers and responsibilities. It abdicates none of its authority in creating a citizens' committee.

4. Tenure of the Committee. The citizens' committee herein created and any committees affiliated with it shall continue as school sponsored bodies until the committee is dissolved by a mutual agreement of the board of education and the committee.

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* Source: REDL office, Dr. Lloyd Phipps, Director, University of Illinois, 357 Education Building, Urbana, Illinois 61801.

5. Field of the Committee. Since the public schools exist only for public education, the committee will concern itself only with the education of the public through the public schools and with matters directly related to it. The committee and its affiliated committees are primarily study and planning committees, advisory to the board and its employees. They will promote their ideas and plans in the school and community in conjunction with the board of education.

6. Affiliated Committees. The committee is authorized and encouraged to create affiliated committees as needed for:

   a) Attendance areas within the district.

   b) Important and continuing interests of the schools, such as citizenship education, vocational education, efficiency, finance, and teacher welfare.

   c) Special problems of a temporary nature, such as constructing buildings, adapting to special measures for national security, or planning a system of pupil transportation, etc.

   All committees created by the citizens' committee shall be and remain affiliated with the citizens' committee. Each affiliated committee shall be given by the citizens' committee a definitely prescribed field within the total field of the citizens' committee in which it is to operate. Affiliated committees may be created to serve for a definite period or to continue indefinitely with rotation of memberships. Affiliated committees may or may not include members of the citizens' committee. The Superintendent of Schools, or his representative, or member of the board shall be available as a consultant, with each affiliated committee. Administrators, teachers, non-academic employees, and students, as well as laymen, may be members of affiliated committees. It will usually be advisable to include more laymen than others. The members of some affiliated committees may be chosen primarily because of their expertness in a particular field, rather than because they are representative of the citizens of the district.

7. Membership in the Committee.

   a) The committee shall include 15-18 members and no fewer than 10 or greater than 25. Any number of persons may be included in committees constituted by the citizens' committee.

   b) The original members of the citizens' committee shall be recommended to the board of education by a selection committee, named by the board.

   c) The selection committee shall consist of more than seven members. More than one-half of the members of the selection committee shall be citizens who are not associated with the schools as members or employees of the board of education. The selection committee shall include a member of the board of education, the superintendent of schools, and one or more other school employees, chosen by the employees they represent.

d) In preparing a slate of members of the citizens' committee to present to the board of education, the selection committee shall:

  1) Consult with a large and representative part of the citizens of the district by whatever means it may devise to secure their suggestions of persons to be considered for membership in the citizens' committee.

  2) Screen the names suggested by representative citizens, taking into account:

    (a) the time necessary to devote to the project,
    (b) the general ability of the persons suggested and the keenness and clarity of their thinking,
    (c) the respect in which they are held by their fellow citizens,
    (d) their ability to work constructively with others,
    (e) their insight into and interest in public education, and
    (f) other items considered by the selection committee to be important.

e) The total group selected shall be as representative as possible of all of the citizens of the district in such respects as:

  1) Geographical distribution within the district
  2) Sex
  3) Age
  4) Years of schooling
  5) Occupation
  6) Race and nationality backgrounds
  7) Social class
  8) Political, religious and social affiliations
  9) Membership in organizations

f) It shall include:

  1) Parents and non-parents
  2) Persons favorable to and critical of current school policies
  3) Large and small taxpayers
  4) Owners and non-owners of homes, farms, and businesses
  5) Old and new residents of the district.

g) In all of these respects and in others that the selection committee may consider important, the number recommended for the citizens' committee shall be roughly relative to the number of their kind in the district.

h) No person recommended for membership in the citizens' committee is to be considered the representative or spokesman of any particular organization, faction, or element in the district. Individuals are to be recommended, each of whom has contacts with a variety of organizations, factions, and elements so that, taken together, the members of the committee have means of firsthand communication with all of them. No one is to be recommended because he is an officer or a professional executive of any organization or institution. In general, persons of this type will not be recommended unless they are known for their broad interests in the community and are regarded primarily as citizens rather than representatives of agencies.

i) The selection committee shall recommend to the board of education the exact number of persons to be included in the citizens' committee. The board retains the privilege of asking for additional names if those first submitted are not wholly satisfactory.

8. Terms. The terms of the original members of the citizens' committee shall be for one year. At the end of the first year, equal numbers of the members will draw lots for terms of one, two, and three years in order to provide a systematic rotation of members. New members with three-year terms will replace the original members, beginning in the third year. A member will not be eligible for reappointment until one year after his term has expired.

9. Ex officio members. There shall sit regularly with the citizens' committee a representative of the board of education, chosen annually by the board, the superinendent of schools, a teacher or principal chosen annualy by the teachers and principals in the system, and a representative of the non-academic employees in the system chosen annually by these employees.

10. Relationships of the Citizens' Committee

a) To the board of education

1) The board of education may submit to the citizens' committee proposals regarding school policies to which the Committee is expected to react in oral or written reports to the board.

2) The citizens' committee may make policy recommendations to the board of education and will be apprised of the board's reactions to these recommendations.

3) Special joint meetings of the board and the citizens' committee shall be held when these meetings are desired by both groups.

4) Minutes of the meetings of the citizens' committee will be sent to each member of the board of education.

5) The board of education, the citizens' committee, and its affiliated committees will not engage in public controversies.

b) To employees of the board of education

1) The citizens' committee or any of its affiliated committees may seek information and counsel from any employee of the board of education on matters clearly related to the problems on which these committees are working.

2) Requests for affiliated committees for particular attendance areas or special fields of work may be initiated by individual employees or groups of employees and will be considered by the citizens' committee if approved by the administrative officer for the attendance area or field and by the superintendent of schools.

3) The citizens' committee and its affiliated committees may properly recommend regarding school policies for employee welfare, but they are never to consider the employment, promotion, transfer, dismissal, or salary of an individual employee.

4) In asking employees for data regarding the schools, account is to be taken of the time required to assemble these data and the other duties of these employees.

c) To the public

1) The citizens' committee is encouraged to promote the interest and participation in the schools of individuals not members of its network of committees and of organizations in the district. The committees herein provided are not to be regarded as substitutes for other forms of public participation in school affairs, but as means of providing a minimum of systematic, representative, and responsible public participation.

2) Each committee member is expected to do what he can to learn the ideas and attitudes about the schools of his associates in the district and to pass on to these associates information about the schools.

3) Publicity regarding the citizens' committee and its affiliated committees, dispensed through the press, and radio, printed and mimeographed statements, and other formal means of communicating with the public shll be arranged in conjunction with the board of education or its executive officer, the superintendent of schools.

4) The board of education may request the citizens' committee to designate individual members or groups of members to assist in publicizing and promoting in the district policies and proposals which have the joint approval of the committee and the board.

5) Recommendations of the citizens' committee may be released by the board for public discussion either before or after action has been taken on them by the board.

11. Organization of the Citizens' Committee.

a) The citizens' committee is to organize itself in its own way, determine the frequency of its meetings, conduct these meetings as desired, and work upon the problems it considers significant.

b) If the committee desires, an executive secretary of the committee, chosen by the committee from the school staff, will be provided and will be given time for his work in this capacity, the amount of time to be agreed upon by the committee and the school authorities.

c) The committee is asked to submit annually for consideration as a part of the school budget, an estimate of its clerical expenses for the year.

d) At the end of each year of the life of the committee, this charter shall be reviewed by the committee and by the board. Changes in it may be made by majority vote of the members of the board. Recommendations of changes may originate in the committee or in the board. The committee will be consulted regarding any proposed changes originating in the board.

APPENDIX XII

OPERATING RULES FOR AFFILIATED OR SUB-COMMITTEES*

Methods and procedures concerning the operation of affiliated committees or sub-committees of the citizens' advisory committee:

(a) Purpose: The purpose of creating special projects committees is to encourage a detailed study of a particular problem to assist the advisory committee and the board of education in improving education throughout the school district.

(b) The legal status of the board of education: The board of education is the legally constituted authority over the public schools of the district. It cannot legally surrender any of its powers and responsibilities. It relinquishes none of its authority in creating a citizens' committee, or any of its affiliated or special projects committees.

(c) Tenure: Special projects committees will be terminated when the advisory committee has accepted or rejected its findings, and/or it has been released by the advisory committee.

(d) The field of the committee shall be limited to the subject assigned by the advisory committee.

(e) Membership: Any number as named by the advisory committee and who shall be residents of the school district shall make up the membership--lay citizens, school employees, and students may serve as members.

(f) Consultants: There shall sit regularly with the special projects committee as a consultant, a representative of the advisory committee, and the superintendent of schools or his representative. Also, specially qualified people such as employees of the school system and people of special competence both within and from outside the district may be called in for consultation.

(g) The special projects committees shall meet with the advisory committee for its initial meeting to learn of the scope of its problem and in the final meeting to explain the results of its written report.

(h) It shall be the province of special projects committees not only to be fact-finding bodies, but shall also offer any recommendations it deems proper to the advisory committee.

(i) Each special projects committee shall appoint its own chairman, and a secretary to keep minutes of its proceedings.

(j) The special projects committees will not engage in public controversies, nor release any of their findings other than to the advisory committee.

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*Source: REDL Office, Dr. Lloyd J. Phipps, Director, University of Illinois, 357 Education Building, Urbana, Illinois 61801.

APPENDIX XIII

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*Taken from March 1969 Credit-Line, a publication of the Farm Credit Banks of St. Louis and reprinted with permission from Farm Credit Banks of St. Louis.

HOW to be a better Meeting Chairman

▪ The chairman of a meeting is its heart and will. His function or object is to run a progressive operation and to the extent that his group discusses what they are supposed to do and to the extent that decisions are made and projects and deadlines are assigned to individuals and teams. The chairman must be a successful leader.

It has been found that a maximum number of seven people can work together productively at a meeting.

Major Stumbling Blocks of Group Meetings:

1. Small meetings are usually very casual and, due to their nature, only a vague notion about the objectives of the meeting are recognized by the participants.
2. The chairman must provide precise knowledge of what he expects. Otherwise, the other members can easily become confused.
3. Creativity is a vital component of group meetings.
4. Oftentimes a high level of antagonism toward ideas exists at such meetings.

Responsibilities of the Chairman:

1. It must be the responsibility of the chairman to work hard to get good suggestions from his committee.
2. Observations indicate that very few chairmen are able to recognize and sort out helpful responses. The chairman usually does not realize that his role includes being a careful, judicious listener.
3. Oftentimes the leader does not appreciate the possibilities of his role. The chairman often has a general role – namely, to get things done. But the result is the old-fashioned waste of talent – both of his own and his group – by not allowing for proper discussion.
4. Group meetings are often sabotaged by the familiar symptoms of boredom, impatience, hostility and rivalry. These create negativity.

Stating the Problem:

1. A chairman should keep notes that all can see. Large pads usually are better than blackboards.
2. Write brief statements of the problems facing the group. These need not be in detail.
3. The chairman should ask experts as to their reactions to these problems.
4. The chairman should have each participant air his own views. There should be a free-wheeling discussion.

Rules for Chairmanship:

1. The chances for a successful meeting are reduced if the group has no recognized leader.
2. Conditions most likely to disrupt include: negative reaction to new ideas, rigidity of thinking, confusion and rivalry.
3. A meeting must have individual personalities and styles if it is to generate constructive thoughts.
4. Though the chairman has responsibilities to conduct the meeting, he should avoid ideas detrimental to the creative thinking of others.

Leadership principles:

1. Never compete with group members. You do not want to lose any ideas that might be useful.
2. Specific times should be set aside when the chairman should contribute his ideas.
3. Listen to group members. Permit the speaker to paint any picture he wishes. The importance of listening cannot be overemphasized.
4. The chairman should establish his intent. His job is to understand what is in the minds of others and help these thoughts come out.
5. Don't permit anyone to be on the defensive. Keep your fingers on the psychological pulse of each member. If one group member disagrees with another in his view point, accept both ideas as being potentially useful. Record both thoughts as both may be useful later on.
6. Avoid pinning down an individual. Never try to put a person on the defensive.
7. Use every member of the group. Learn to control the member who has a tendency to dominate the meeting.
8. When you take over leadership, give it your best. Don't be reluctant to show enthusiasm for what you believe to be the answer to any problem.
9. Keep the meeting moving at a fast pace. Don't spend too much time on any one step. Watch for boredom and counteract it by going on to other subjects.
10. Keep the members informed about where they are and what is expected of them.
11. Do not manipulate the group.
12. Work hard at the technique of chairmanship. The chairman, even though he can be replaced with another person to serve in that capacity, has the primary responsibility to keep the group alert and aggressive to the problems under discussion.

APPENDIX XIV

Suggested Panel Procedures*

We have received a number of "tips" regarding group discussion procedures. Most of these have come from people who have participated in previous meetings. They make good sense to us, so we are passing them along for whatever value they have to you.

The role of the panel chairman

As chairman, you have an important job. Good judgment will dictate your actions. Regardless of how carefully the program has been planned, feel free to change it when the situation justified.

The successful chairman does not make a speech. He is measured more by his expeditious brevity and his giving the speakers a chance to present their message to the audience. Likewise, he is judged by his skill in protecting the audience from overzealous speakers as well as his ability to make everyone feel they have had an opportunity to join in the discussion.

Introduction, while brief, should be sufficient to impress upon the audience the fact that the speaker is familiar with the subject and well qualified to discuss the topic under consideration.

A general knowledge of the topic is helpful to a chairman. If practical, plans should be discussed with the speakers prior to the panel session with each person being informed regarding the length of time he will be allotted for speaking. Time limits should be established and followed to insure each speaker an opportunity to make his presentation in addition to providing time for general discussion.

The open discussion period is an essential part of the program. One of the most difficult jobs, particularly for the chairman with little experience, is to wait a sufficient length of time for the first question from the audience. It may seem slow in coming but do not rush in with your own questions. OFTEN THE PAINFUL PROCESS OF WAITING FOR THE FIRST QUESTION IS NECESSARY.

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*See source on last page of Appendix.

The role of the panel speakers

The job of the speakers is to state issues sharply and concisely, not to exhaust the subject--and the audience along with it. Principal issues and facts should be set forth as provocatively as possible. Presentations should be planned so they will touch upon the important points in the allocated time. Details may very well be reserved for the open discussion period following the planned presentations.

Conducting the panel meeting

Plan to arrive at the meeting place in time to see that everything is in readiness [illegible] the session.

Participants should be seated facing the audience.

The session ought to start promptly even though the audience may be slow in gathering.

Open the meeting by stating the discussion topic and making any brief comments you may consider appropriate. Explain the plan of action, requesting that the audience refrain from asking questions and commenting until all speakers have had an opportunity to make their presentations. Briefly introduce the panel members, including information about their background and interests in the subject area.

Call on the first speaker. Following his presentation, thank him, call on the next, etc., until each person has spoken. Approximately one-half of the session time should be divided among the speakers, allowing equal time to each. Chairmen are urged to make every effort to see that speakers stay within their allotted time.

Each panelist ought to have an opportunity to speak before the meeting is opened to general discussion for the remainder of the session.

Open the meeting to questions and comments from the audience. Suggest the panel members have a question or comment ready to toss in if the discussion falters. Questions may be directed to a specific member of the panel or to the panel in general. Sometimes it is advsiable for the chairman to repeat the questions or comments for everyone's benefit. Do not let one or two individuals monopolize the discussion when others are seeking recognition. Try to achieve as wide participation as possible. Maintain an informal atmosphere that encourages free and easy discussion.

Closing the meeting

Plan to close on time and do so. Warn the group a few minutes before closing time, reserving the remaining time for summarizations or last-minute questions. In closing, thank the speakers and the audience for their participation.

Source: Illinois School Board Association information letter to panel members, 330 Isles Park Place, Springfield, ILL.

APPENDIX XV

SAMPLE

Agenda[*]

1. Introductions and roll call. 10 minutes
2. Statement of purpose. 5 minutes
3. Discussion groups. 30 minutes.
4. Reflections and interpretation. 30 minutes.
5. What should be the relationship or role of the Citizens' Consulting Committee to the school board? 45 minutes.

Adjournment

[*] Source: REDL Office, Dr. Lloyd J. Phipps, Director, University of Illinois, 357 Education Building, Urbana, IL 61801.

CITIZENS' CONSULTING COMMITTEE

Agenda

1. Roll call.

2. Acceptance of minutes of meeting on January 27, 1970.

3. Future meetings.

   Tuesday, March 31.

   Tuesday, April 28; may this be changed to April 21?

   Tuesday, May 26; may this be changed to May 19?

   Tuesday, June 23.

4. Tour of new high school facilities.

5. Old business.

   5.1. Administration report.

   5.2. School board report.

   5.3. Faculty representative report.

   5.4. Miscellaneous.

6. New business. Work/study groups on the following questions taken from *Citizen Participation in Local Policy Making for Public Education* by Herbert M. Hamlin, College of Education, University of Illinois.

   1. How is public policy for the school system to be developed, interpreted, executed, and publicized?
   2. Who are to be served by the public schools? How? How much? When? Where?
   3. What public purposes are to be served by the public schools?
   4. How is the public to decide whether its purposes are being realized?
   5. What provisions will the public make for organization, administration, program planning, staff, bonds, and facilities, so that its purpose can be realized?

Reports or Summaries

Assignment. Write down some initial thoughts in trying to develop an adequate statement of a philosophy of education. Here are some ideas to wrestle with as you think.

"What is implied by having a democratic viewpoint? What emphasis should be given to the dignity and worth of the individual human personality? How much really should we imply by our belief in the intelligence and rational capacity of man? What do we mean to imply when we talk about freedom with responsibility?"
...from Youth Education, American Association for Supervision and Curriculum Development.

"Philosophy is concerned with man and with society--not primarily individual instances of specific men or specific societies.... Philosophy is concerned with truth...interlocking facts brought together into some sort of comprehensive whole that we can call knowledge. Philosophy is concerned with what makes things good or evil, ugly or beautiful, right or wrong, valuable or worthless."
...from Philosophy for American Education, Kenneth H. Hansen, p. 3.

APPENDIX XVI

Some Methods and Toolds for Increasing Interest, Participation, and Teaching Effectiveness

William W. Reeder*

How to Use the Small Group Discussion Method

What is it? Small group discussion is a method for breaking a large group down into small subgroups for greater participation. Its primary purpose is to increase interest, particpation, and teaching effectiveness.

Other names. The small group discussion has been called by several other names: discussion 66, the buzz session and the committee system.

An old method in a new situation. There is nothing new about the small group discussion method. It is one of the oldest in man's experience. It happens at the end of almost every interesting meeting. Folks just naturally gather in groups of three, four, or five to talk among themselves; if a group gets too large it soon subdivides. This old natural method has just been brought into captivity for effective use in classrooms and groups.

What are the advatanges of the "small group discussion"?

1. It is a very satisfying method from the point of view of students or group members.

2. It draws everyone into participation into a situation where they feel free and comfortable in taking part.

3. It provides interstimulation which increases the flow of ideas in a setting in which ideas can be challenged and freely batted back and forth without embarrassment to anyone.

4. It places responsibility on every individual to think about the problem and to make a contribution of its solution.

5. The students or members of the group work the answers out for themselves and they are more meaningful than ideas which they are simply told about by someone else.

6. The small group discussion is a big time-saver. It provides a rapid technique for pooling ideas or experiences on a problem, or for bringing out questions and problems of group members. If there are three or four problems to be discussed, the group can be split into parts so that discussion is going on for all questions at the same time. As each team reports its questions, the entire class or group can make additions which they feel should be made.

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*Reprinted with permission of the author and New York State College of Agriculture and Life Sciences, a Statutory College of the State University, at Cornell University, Ithaca, New York.

7. The method increases group unity. Everyone shares in the product and becomes more attached to what is going on.

8. It gives the members of the class or group experience in tackling problems as a member of a team and of expressing themselves in the same kinds of situations as they will work in as citizens in a democracy.

9. As the group gets experiences and sees how much it is able to accomplish, the members develop confidence in their own ability to handle problems and in the democratic process as an effective means of solving problems and getting things done.

Essential steps in organizing the group for the small group discussion. The content of the discussion and the length of the discussion will vary widely according to the purposes of the group but the method of organizing the group for the discussion is pretty much the same in most cases.

1. Orient the group. Tell them briefly what you are planning to do and how you are planning to do it so everyone will know what is going to happen. Here is a sample introduction indicating the kind of information they will want to know about.

   "Our topic for discussion tonight is 'How to get participation in the group'. In order that everyone may get in the discussion we have decided to use Small Group Discussion method which is both productive and enjoyable. Here is how it goes:

   "First we divide up into groups of four to six--not more than six. We can do this by having the odd rows turn their chairs around so the odd rows are facing the even rows. Then count from the aisle and every three chairs makes a committee of six. As soon as you are in your committee of six introduce yourselves by name and home towns, then select a chairman and a recorder. It is the job of the chairman to see that everyone gets a chance to get his ideas in and the job of the recorder to write down the ideas of the group and to be prepared to report back after the discussion.

   "We have two questions so we will divide up; the people on the right side of the room can discuss this question, 'What are the reasons that some people do not participate in meetings?' The people on the left side of the room can discuss this question, 'Why is it that some people do participate in meetings?' We will have 12 minutes to discuss this topic after which we will call on the recorders to report for their groups. I will give each group a card to write on, and I will write the two questions on the board so everyone can see them. Are there any questions? In case there are some questions when we get started, just raise your hand and I will come to you."

Such an introduction lets everyone know what is happening so they will know what to expect and can prepare for it. Sometimes in a large group of 400 and up, written instructions for the odd and even rows helps in this orientation process. If written instructions are used, the leader should go over them with the group.

2. Divide the large group into subgroups. This can be done in several ways depending on the room and the group.

   a. The method of having the odd rows turn around to face the even rows works well in large meetings. If the seats are stationary, the persons on the odd rows can just turn around in their seats.

   b. In smaller groups, you can demonstrate with five people sitting together and have the rest follow your example.

   c. You can have them count off and have the ones form a group, the twos a group, etc. This is effective in some kinds of meetings because it splits up little friendship cliques and helps people to get acquainted and get a greater exchange of ideas.

3. The size of the group. The size of the subgroups depends upon the topic to be discussed. If it is a topic requiring considerable thought, five or six persons provide more thought stimulation and make the members feel easier as one does not feel as pressed to come up with an idea. Where the topic is one where everyone is likely to have several ideas, three- or four-person groups give more opportunity to participate and are more satisfying. Six is about maximum size for best results. By experimenting with larger numbers you will notice that you begin to get individuals who are left out of the participation when the group is seven or more.

4. Length of time for discussion in the small groups. The length of time for discussion will vary with the topic. It should be long enough so that each group has had a chance to get down several ideas but not long enough to exhaust the topic.

5. Consolidating the findings--reporting back to the large group. There are three or four ways of consolidating the findings and and reporting back. The size of the group and the purpose are the main factors which determine the method selected.

   a. In raising questions for discussion following a talk you can move from group to group asking each for their best question and allowing time for answers after each questions. In using this method it is well to call for questions from different parts of the room. The discussion period is usually not long enough to cover all of the questions and the group will feel better if you do not concentrate on one particular part of the room in calling for questions.

   b. If the group is fairly small, you can have the spokesman from each group present the report for his group. This works best where the group is working out answers to a question or problem. In such a group the repetition of answers adds emphasis and usually does not detract.

   c. In some cases such as in a problem census, program planning, or where a problem calls for a large number of answers, it works well to have a blackboard and have a recorder list all the questions or answers on the board. In this case it is usually best to get all the points down before discussing any of them.

One method of avoiding repetition and still giving recognition to all the groups is to take a quick vote of the number of groups who had the same question or answer while the recorder is writing down the statement. This also gives some indication of the relative importance of each.

d. Where the group is large, over 100, it is sometimes advantageous to send the recorders of each subgroup into an adjoining room to consolidate the answers while the group goes ahead with other matters. It is well to have someone prepared to lead out in the consolidation and to have one of the recorders report the findings back to the group.

e. Occasionally it may fit the purposes of the group best to collect the reports from the various groups, have a committee consolidate them, and report the findings at the next meeting. In most cases, however, the purposes will best be served by getting a report back during the same meeting.

6. Discussion following report. The reports are a consolidation of the suggestions of the small groups and does not represent agreement of the group. Some discussion is usually appropriate. The length of such a discussion will depend again upon the topic and purpose. Following the small group discussion the members are more free to discuss them than they would otherwise be in the large group.

7. Calling the attention of the group to its accomplishments. Frequently the group becomes lost in the process of participation and it is not aware of how much it has accomplished unless it is called to its attention. Such questions as: "How do you feel about the amount we have accomplished today?" "How do you feel about the quality of the ideas that have been presented?" "Do you think we have gotten more or less than a speaker could have given us?" All serve to make the group aware of its own productiveness, the quality of its own ideas, and the tremendous resource which exists in the experience of a group when you find an easy channel of drawing it together.

8. When to use it. The small group discussion is one of several teaching methods. The effective teacher or group leader is the one who knows them all and uses the method which best fits his situation. This method has several uses. Here are a few in which it has proven very effective.

   a. In drawing out people's ideas and finding out what they want when planning the program of the organization.

   b. In finding out what people want to know about a particular topic for a particular meeting. Frequently speakers spend most of their time telling people what they already know and little time on issues in which they are really interested. This makes it possible to make maximum use of resource people.

c. In drawing out questions after a speaker has opened up the topic.

d. In pooling ideas on a question or a problem.

e. In discussing the pros and cons of a particular issue, theory or proposed solution.

f. In dividing a large topic up into subtopics and having different groups working on different subtopics. Then have each group report on its activities.

9. What part of the meeting should it be? The small group discussion can be the basis of the entire meeting or may precede or follow a speaker, a film, a socio-drama, or a panel. Anywhere where discussion is appropriate the small group discussion which gets total participation may save time and serve part of the purpose better. Almost always it is combined with the large group discussion which is used in reporting back and in the discussion following the report of the small groups.

10. How to teach the small group discussion to a class or group which has not used it before. Select an interesting topic, a problem which you know the class will be interested in and will have ideas about. Select one you have tried before and found it to be successful. Give the class one or two experiences using the method under your direction. After two or three times they will know how to do it themselves with the help of a few instructions. Do not tell them about it--SHOW THEM HOW TO DO IT.

The Large Group Discussion

What is it? The large group discussion is the most common type known to most of us. A large group discussion occurs whenever a total group of seven or more persons carry on a discussion as one unit.

Size. Theoretically the number could vary from seven to a thousand or more; however, in practice discussion tends to break down to a question-and-answer session in groups of 40 or 50.

Where it fits.

1. Threshing over ideas as a total group following a small group discussion.

2. Groups under 50 in which the members are well acquainted and are used to discussing can use it fairly well following a talk, a panel, a film, or a symposium.

3. Groups from 7 to 25 can use it fairly well in exploring an idea though it is more productive to combine it with the small group discussion.

The advantages and disadvantages of the large group discussion.

Advantages

1. Gets more member involvement than the speaker-audience techniques though not as much as the small group discussion or the dramatic techniques.

2. Keeps the group together, everyone knows what is happening.

3. Gives the total group a chance to check on any particular idea which may be presented.

Disadvantages

1. Less productive of ideas than the small group method.

2. Moves slowly and is likely to get sidetracked.

3. Frequently a few talkers dominate the meeting.

4. The larger the group the fewer there are who feel free to speak up.

5. As the size of the group increases, member involvement decreases.

Some suggestions for leading large group discussions

1. Choose a topic in which the group is interested. A discussion technique may create some interest but for the most part it simply facilitates it.

2. If possible have the group sitting in a circle, square, or diamond shape, facing each other so they can see each other's face and can talk to each other.

3. If the group is small enough so they can see you and hear you easily, sit down in the circle just like any other member with persons on either side. This creates informality and helps the group to take more responsibility upon itself.

4. Encourage people to speak loudly enough so they can be heard. In large groups of row seats or chairs it sometimes is necessary for the leader to repeat the statement.

5. When questions are directed to you as a group leader, bounce them back to the group for an answer rather than answering them yourself. If anyone in the group knows the answer, it is usually better to come from them than from you. This avoids leader domination, maintains member involvement and interest and keeps the discussion from disintegrating into a question-and-answer session. Hold your own comment back until others have expressed their ideas.

6. Use a minimum of formality; the smaller groups will need almost none. The best amount is that amount which makes for greatest productiveness. Too much kills interest and wastes time. Too little in a large meeting may let it get out of hand and thereby waste time.

7. Encourage group members to talk to the group and direct their questions to the group.

8. Summarize at the end. Either a leader summary or a group summary will clinch important points, organize the ideas in their thinking, and enable them to see how much they have accomplished. It is often well to call attention to this last point as groups are seldom conscious of their own productivity.

The Opposing Panel

The opposing panel was developed to meet a particular type of situation which is rather common in classes and groups. There are many important topics which have been talked about, written about, and discussed and yet about which there are still many questions and misconceptions. If you have further talks, or general discussion, most of the time is spent in hashing over that which is already known. When group members see the topic listed they say to themselves, "No, not that again." The opposing panel was developed to meet this kind of situation to avoid rehashing that which is already known, to get at the unknown, and to secure interest and involvement.

How you do it.

1. Divide your group in half; designating the one-half as the "question raisers" and the other half as the "qeustion answerers."

2. Divide each half into small groups of four to six as in the small group discussion.

3. Announcing the topic, assign the "question raisers" the job of getting down some good questions, the kind which they have wondered about or which they have heard others asking about. Next assign the "question answers" the job of anticipating the kind of questions which might come up and being ready to answer them.

4. Group yourself as one of the "question answerers," which will enable you to make your contribution as one of the group.

5. Allow 15 to 20 minutes for preparation.

6. Call on one of the subgroups of "question raisers" to ask their best question letting the "question answerers" provide the answers. You, as one of this group, can add anything you wish after others have had a chance.

7. The question raisers may not be satisfied with the answers you give and may wish to add something to the answer themselves. Letting them do so usually adds to their interest and to the completeness of the answer.

8. Call on another subgroup of question raisers for their best question and repeat the same process as tested above as long as your time permits.

9. Take a few minutes at the end for a leader summary or a group summary calling attention to high points, group interest, and group productiveness.

What are the advantages of the method?

1. It avoids the known overworked material and removes immediately the unknowns and the unclear items.

2. It introduces a friendly competitive element between the question raisers and the question answerers.

3. It creates a situation in which everyone has to think about the question.

4. It introduces an element of suspense.

5. Participation in the small groups provides for fellowship and social wants thus creating general satisfaction.

6. Experience indicates that both groups go through the same process in the preparation period. They think of both the question and the possible answers.

7. The learning which takes place in the small groups as they discuss possible questions and answers is as valuable as any other part.

8. It creates interest and gets total participation and involvement.

9. It keeps the attention of the group members on the questions and their answers.

Question-and-Answer Techniques

In many classes or meetings a portion of the time is designated for discussion. What usually occurs, however, can better be described as a question-and-answer session. There are four common ways which this may take place.

1. The leader may introduce the questions and call upon the group for answers.

2. The leader may draw questions from the groups and he or some resource person answers them.

3. The leader may draw questions from the group then turn the question back to the group for an answer. In this case a resource person usually makes his contribution as a member of the group.

4. The leader raises some questions which he answers himself or calls upon some resource person to answer.

All of these techniques have their particular uses. A few generalizations may serve as a guide in choosing which one to use.

1. Questions stimulate thought no matter who asks them.

2. People like to ask and answer questions if the situation is made comfortable for them.

3. In trying to get at the questions which are in the minds of the group members it is usually safer to ask for them than to guess at them.

4. Do not underestimate the resources within the group itself. The combined knowledge and experience of the group members are frequently greater than that of the leader or resource person. In such cases your best service is to enable them to pool and share their knowledge quickly and efficiently.

5. On new material or technical matters with which the group has had no knowledge or experience, a resource person is essential.

Suggestions on techniques of getting the group to raise questions.

1. The small group discussion method (Discussion 66) is probably the most productive technique we have for raising questions and gets greatest involvement.

2. An alternate method which works well and gives variety is to give the members of the group a one-or two-minute period to jot down the questions they would like to ask. This concentrates attention on questions for one or two minutes thus producing better questions. Likewise a person gets his own questions clearly in mind and is less likely to forget them as he gets involved in the discussion.

3. Reminding group members to make note of questions when they think of them will help. It is easy to forget the questions that come to your mind when you are trying to keep up with a speaker or a discussion.

Suggestions on pooling the knowledge and experience of a group in answering questions in a short period of time.

1. Here again the small group discussion method is usually the most productive.

2. If you have several questions, divide them among the subgroups with provisions for the total group to make additions following the report of each subgroup.

3. If the group is very large and the time very short, you may find it works best to send the subgroup recorders to another room to consolidate the findings and report back later in the program. In this, someone who has had experience should be assigned to help them in consolidating their material.

4. In some instances you may have a blackboard which can be used.
    a. Two recorders each taking every other answer will pool the ideas on the board very quickly.
    b. If the small groups have two or more questions to answer, it can choose a recorder for each question and as each question is finished the recorder for that question can leave the group long enough to list his group's ideas on the board. The group continues on with the remaining questions.

The Lecture

The lecture, the most widely used technique for teaching in American schools needs little introduction. Its characteristic is that one person, the leader or teacher, does the talking and the class or group becomes an audience. It has several advantages and disadvantages.

Some of its advantages.

1. It enables a person to present his ideas to a large number of people.
2. It makes possible a systematic presentation of ideas.
3. It enables a person to put out a great deal of information.
4. It enables a large number of persons to take advantages of the unique knowledge or experience of one individual at the same time.
5. It is fairly effective in dispensing information.

Some of its disadvantages.

1. The members of the group retain only a small portion of the information which is put out.
2. There are few good lecturers who can hold interest and attention and teach effectively at the same time.
3. The group member does not necessarily become involved and the situation does not require him to think.
4. In keeping up with the flow of ideas the group member quickly forgets what has gone before. It is not uncommon for a person coming out of a lecture not to be able to recall the main points though he is likely to have an impression as to whether it was good or poor.
5. While the lecture is useful in presenting facts and information it has less value in developing skills, attitudes, and the kind of an understanding which is necessary to put the knowledge and facts to work in a concrete situation.

The lecture has several uses by itself and in combination with other techniques. Frequently, we use it in situations where other techniques would be more productive. The caution here is: get acquainted with the other techniques; then use the lecture where it fits best.

The Symposium

The symposium consists of two or more brief talks presenting different phases of the same general topic. It is usually followed by a discussion or question period.

Advantages over lecture

1. It introduces a wider variety of experience and knowledge of the subject.

2. It creates some suspense as the audience wonders what the next person is going to say. This is particularly true if the subject is controversial.

3. The change of voices and breaking up of the time span helps to hold attention and interest.

4. In general, a symposium gets greater involvement on the part of the audience than does a lecture.

Some disadvantages of the symposium

1. Usually it is a less systematic presentation.

2. It may not cover as much ground.

The discussion period which usually follows may employ either the small or large group discussion.

Different types

1. Usually the symposium speakers are selected because of their knowledge of the subject.

2. One variation from this which works well in some situations is to divide the group into subgroups as in the small group discussion; assign the subgroups different phases of the general topic; after 10 or 15 minutes discussion in the subgroups, organize a symposium composed of the chairmen of the subgroups. After their presentation the meeting is opened up for questions and discussion from the floor.

3. Another variation is to have each symposium member give a brief presentation. Then have the group become a panel to discuss some of the live issues among themselves before drawing the total group into the situation.

4. There are two main types of presentation depending upon the nature of the topic:

    a. The symposium members may briefly present answers or opinions on the topic or question.

    b. The members may spend their time raising questions and problems which provoke interest, leaving the answers to the discussion period which follows.

The Panel

The panel, sometimes called the "round-table discussion", is usually composed of four to six persons. The members of the panel carry on a discussion of the topic among themselves, and the audience "listens in" on the discussion.

Sometimes the procedure is formal, with the speakers getting permission from the leader, or moderator, when they wish to talk. At other times it is very informal; the panel leader simply states the questions, and the members pick it up from there.

The panel question. Needless to say, the more interesting the topic the better.

The panel members. The membership of the panel may differ somewhat, depending on the question. There are three or four possible choices, any of which can be successful.

1. You may have a panel of experts.
2. You may have a panel of persons who are known to represent different positions or points of view in relation to the question. They may be experts on the topic, but they do not need to be.
3. You may have a panel representing different ages or different occupations without knowing what their point of view might be.
4. The panel may be composed of members of your own group drawn more or less at random.

Some suggestions for using the panel.

1. Seat the panel members in a V-shape with the leader, or moderator, at the point of the V. They can see each other, and the audience can see them.
2. If the panel members do not know each other well, a folded card with the person's name on both sides placed on the table in front of him or her will enable both those across and those alongside to refer to the person by name. Print the name large enough so it will be easy to see.
3. The leader has five or six jobs which he must be prepared to do:
    a. Introduce the panel members.
    b. Introduce the topic.
    c. Be prepared to raise some provocative questions which would lead the panel to explore the various aspects of the topic.
    d. Keep the panel on the subject and help it move to a new question when the main points have been brought out on the one being discussed.

e. Be prepared to lead the audience in a discussion or a question-and-answer period following the panel presentation.

f. Be prepared to summarize or lead the panel in a summary at the end.

The advantages of the panel

1. There is always an element of suspense as to what is going to happen next.
2. Questions and answers are likely to be raised in the way that the audience thinks of them.
3. Fast moving questions and answers create interest and participant involvement.
4. A panel under a skillful leader can cover a large amount of ground.
5. Of the speaker-audience techniques the panel is perhaps the most dependable in creating interest and general audience satisfaction. Careful planning will help to assure its success.

The Forum

Like the symposium the forum is a speaker-audience technique in which there are two or more speakers who present talks on the same subject. The primary characteristic of the forum, however, is that the subject is controversial, and the speakers present the opposing sides of the question.

Each speaker presents his case to the audience for its consideration. They do not spend their time trying to tear each other's case down as in a debate. The forum is usually followed by a question-and-answer period in which the members of the audience direct their questions to the particular speaker concerned.

Advantages of the forum

1. It is an excellent way to present the various sides of a controversial issue.
2. It can fill an important role in democratic public life in presenting the various sides of a question together and leaving the listeners to make up their minds. Lecturers, or newspapers and magazines, are prone to present and argue only that side of the case which they are individually supporting.
3. In the forum the nature of the topic being controversial is usually interesting to the audience who came to hear it.
4. Like the symposium, the change of speakers and voice, tends to break up the period and to make it appear short.

Some disadvantages

1. The speakers may not spend their time on the issues which are of most concern to the audience.
2. As in the lecture, success is largely dependent upon the ability of the speakers.
3. Since the forum is basically a lecture by two or more persons, it suffers from most of the same weaknesses as the lecture.

APPENDIX XVII

SPECIAL DISCUSSION TECHNIQUES*

A number of techniques have been devised to stimulate participation and improve the effectiveness of group discussion. Some educators have labeled these activities as "group discussion primers." Others refer to them as "group dynamics techniques." Each device has been developed for a specific type of discussion situation. Discussion leaders who are familiar with these methods can greatly improve the effectiveness of the discussions by analyzing the situation and using effectively the supplemental method or methods best adapted to the situation.

Some of the methods aid in systematizing the discussion. Others tend to increase participation. The aim in using some of the methods is to add variety, to create suspense, or to pep up the discussion. A number of supplemental methods are described in the following paragraphs.

Co-Leaders in Group Discussion

The Great Books Foundation har popularized the use of two chairmen in group discussion and the system is used today in many discussion groups. The success of its use is dependent largely upon the qualifications of the two leaders and their abilities to assume their particular responsibilites.

There are several advantages of the co-leader plan. Leadership is important in obtaining participation in discussion. The use of two leaders speeds up the discussion and facilitates thorough coverage of the subject. Either leader may ask questions. The questions asked by one may assist in leading the discussion in the direction of the goals that have been set. One chairman may act as a check on the other to see that no important information is left out. While one leader may lead the discussion the other may be role playing.

The co-leaders help each other when discussion drags. Two persons can think better than one, and two persons can do a better job of analyzing the reactions of the participants than can one person.

Usually when two leaders are used they sit together at one end of the table, if the group is seated at a table, or they sit together on one side of a circle, if the group is so situated. The two persons should share equally the responsibilities of the chairman. It is important that the two persons be able leaders and similar in ability and action. Two poorly trained leaders will not take the place of one capable leader. Special precaution should be taken to make certain that neither of the co-chairmen dominates the discussion.

The co-leader system works best in groups of less than twenty-five or thirty persons. It is not effective with larger groups.

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Huddle Groups

It is difficult to get participation in discussion when large groups are involved unless the groups are for a time subdivided into smaller groups. This can be done quite easily.

When a basketball team goes into a huddle on the basketball floor they talk over their offense and defense and agree on a plan of action. The group is small. The five persons are close together and all can participate in the discussion. When a football team goes into a huddle, the quarterback does most of the talking. The group of eleven players is too large for all members to participate.

People normally form groups. Most informal discussion in the hotel lobby or after meetings is done by persons in small groups. A group of five is a normal conversation group. Physically and psychologically members in a group of five are close together.

The most common practice in using the huddle system is for the chairman to intorduce the problem or issue, clarify it if necessary, and then motivate the group to want to do something about it. When they are properly motivated, he asks them to get their heads together in huddle groups of five persons and talk over the problem. He suggests that one person be selected in each group to serve as leader and that they come up in ten to twenty minutes, depending upon the question under consideration, with the decision of the group concerning the answer to the problem.

During the huddle period the members of the group exchange experiences, share ideas, test possible solutions and finally agree on a possible solution.

When the allotted time has been used, or when it appears that there has been thorough disucssion of the problem by all huddle groups, the chairmen reconvenes the original group and asks the spokesman of each group to make a brief report. He or an appointed secretary summarizes the separate reports on a chalkboard.

As the brief reports are made, the chairman may hold up the questioning period until all huddle groups have reported.

When all groups have reported it is usually possible for the chairman to lead the discussion group in summarizing the principles that have been enumerated and in working out a plan of action. If additional information is needed, the chairman may provide it, or a study committee may be set up.

Buzz Groups

The buzz group technique is quite similar to the huddle method in that it is a device used to divide larger discussion groups into smaller groups. Two variations in the technique are used by educators and sociologists.

The most commonly used version of the technique involves dividing the original group to make up buzz groups of 12 to 15 persons.

The chairman usually introduces and clarifies the issue or problem to be discussed and motivates the group to the place that they want to discuss it. He can at this stage divide the large group into buzz groups and assign each group a specific phase or sub-problem for discussion, or he can assign the same problem to all groups.

The method provides an excellent means of starting a meeting and getting the members of the group acquainted with each other. A chairman and secretary may be appointed in advance or selected by each group. The chairman makes certain that the members of the group become acquainted with each other. He leads the discussion and strives to get all members to participate. It is his responsibility to get the group to consider all facts and phases of the problem and to come to a decision as to the solution to the problem or issue.

The secretary makes note of the contributions made by the various members of the group and prepares a summary which is presented to the group as a whole when the buzz group discussion period has terminated. Usually the buzz sessions will require from 10 to 20 minutes depending upon the topic under consideration.

When the discussion leader reconvenes the group, he normally calls for reports from the secretaries of the various buzz groups before opening the meeting for general discussion and the raising of questions.

The use of buzz groups requires more complete change of seating arrangement than does the use of huddle groups. Each buzz group should be seated in a circle.

The second adaptation of the buzz group method involves the formation of two- or three-person discussion groups rather than groups of 10 to 15 persons. The groups may be formed without movement of people. Since only two or three person participate in each group, there is little need for formality. One person in each group reports for the group. The method guarantees participation of all members of the group. Usually less time is allowed in using this version of buzz group method since fewer persons are involved.

Normally buzz groups of 10 to 15 persons are used when the original group numbers 40 or more people. With 30 or fewer people, small buzz groups may be used.

Phillips 66 Technique

The "Discussion 66" technique developed by J. Donald Phillips is a variation of the huddle system and is applicable to innumerable group situations in which democratic participation is desired. It may be used with small gruops of 10 to 20 persons or with large groups of several hundred persons.

In using this system the large group is asked to form into smaller groups of six persons with as little movement of chairs as possible. If seats are not moveable as in an auditorium or classroom, groups of six persons can easily be formed by having the three in the front row turn and talk with the three persons directly behind them. By starting at one side of the room it is easy to divide the entire group into discussion committees in a few seconds. When persons are seated at tables, the groups may be formed by starting at one end of each table and having the first three persons on one side form a group with the three persons on the opposite side of the table.

It may be desirable when physical arrangements permit to split the group by use of another method. By estimating the total number in attendance by six, it is possible to determine the number of small groups that will be needed. The group then can be asked to count off by the number of sub-groups needed and a different area of the room can be assigned to the ones, twos, threes, etc. This process breaks up cliques, family groups and other groups which are seated together.

Each committee or sub-group is then encouraged to take a minute or two to get acquainted and to select a chairman and a secretary, as is done in using the huddle or buzz system. At the end of the "getting acquainted" and organization period, a clear and concise statement of the problem or issue for discussion should be so worded as to encourage specific single-statement answers.

The time limit for discussion is then stated. "You will have just six minutes to come to an agreement as to the best answer to the problem. I will warn you when you have only one minute left." The chairman of each committee then attempts to get the viewpoint of each member of his group and they try to come to an agreement as to the best answer.

The overall discussion leader moves quietly from group to group during the discussion period and when necessary raises questions to stimulate or bring the discussion back to the subject under consideration. He leaves the group immediately, however, so that the members of the group do not direct their answers to him.

When each person in the group has expressed his opinion on the problem and it has been recorded by the secretary, the group selects the best one or two answers for the committee report.

At the end of six minutes the overall chairman reconvenes the group and calls for reports from the secretaries of the committees if there are ten or fewer groups. It is usually best to have each secretary report but one idea or answer the first time around. When all groups have responded, the chairman then can start around again, or call for volunteers. At this time questions may be raised or contributions may be presented by members of the total group.

An alternate plan may be followed in getting the reports from the committee secretaries. The secretaries may be asked to come to the front of the room, or to the stage, and participate as members of a panel.

In large groups it may be necessary to have the secretaries meet in another place where the opinions and solutions are further screened before a presentation is made to the entire audience.

The Phillips 66 technique is designed to obtain a quick mass of ideas, suggestions, attitudes or recommendations. It may serve as an interest approach when opening a meeting. It is not intended to be the meeting in its entirety. It is used to supplement other group discussion techniques.

Discussion Guides

There are two types of discussion guides. One involves people, the others deal with prepared outlines, questions or statements. Either type of guide may be used effectively in facilitating proper direction in discussion.

Persons

Individuals may serve as discussion guides. They are carefully selected because of their interest and knowledge of the subject as well as for their ability to influence people. They are usually assigned a specific responsibility in the development of the discussion. They may prepare for their assignment by reading about the subject, or they may obtain information from other persons. Each guide is given his cue in the progress of the discussion. As many as three or four individuals may serve as guides in one discussion meeting. Each guide has a specific contribution to make. The chairman or discussion leader determines not only the contribution to be made by each guide, but also the most appropriate time for him to make it.

It is important in using this system to make certain that the members of the group do not detect that the persons are serving as guides. Any artificiality detected by the group will hinder spontaneity of discussion. It is good practice for the chairman to provide ample opportunity for everyone to get into the discussion between and following the contributions of the guides.

Outlines

Some discussion leaders prepare and have duplicated an outline of the important items to be discussed. These outlines may be mailed or handed to the members of the group in advance of the meeting or may be distributed to them at the start of the discussion period. They are very effective both in stimulating discussion and in giving it the proper direction.

Leadership Team

The discussion leader is quite largely responsible for the success or failure of group discussion. As a result various devices and helps have been developed to assist him. Some of the devices that have been discussed in previous paragraphs involve the assistance of people, others involve only the use of materials.

The use of a leadership team of four persons has been found to be much more effective in group discussion than the use of one discussion leader alone. Four persons can do more things in group discussion than can one person, especially if they are trained for their specific responsibilities. A leadership team usually consists of (1) a discussion leader, (2) a process observer, (3) a recorder, and (4) one or more resource persons. The responsibilities of these persons as members of a leadership team are described in the following paragraphs.

It is not always necessary or possible to use a leadership team of four persons. The team may be composed of two persons, a discussion leader and a resource person, a discussion leader and a recorder or a discussion leader and a group observer. A three-man team may comprise a discussion leader and two assistants. A discussion leader aided by a recorder and resource person is an example of an effective three-man leadership team.

Discussion leader

The discussion leader serves as a member of the leadership team in much the same manner as he does when he has no assistants with the exception that he now has one or more persons to assist him. His responsibilities are shared. He can give full attention to his leadership responsibilities. The observer, reporter and resource person or persons assume specific functions normally assumed by the discussion leader. The leader's task then is eased providing he uses effectively the other members of the leadership team.

The discussion leader starts the meeting, or discussion, when the leadership team is used in much the same manner as when no assistants are used. He, however, usually in the early stages of the meeting, introduces the process observer and recorder and explains their functions. He may introduce the resource person or persons at this time or he may defer the introduction until the discussion has progressed to the stage that their assistance is needed.

As the discussion progresses the leader calls upon the process observer from time to time to report on the direction that the discussion is moving and the progress which is being made to reach the goals desired by the group.

The discussion leader relies upon the recorder for a careful record of the points or suggestions that have been expressed. He assists the recorder in getting summarizing statements from members of the group for the record. The leader may call upon the recorder from time to time to review the points which have been discussed. He may encourage the recorder to enter the discussion at will.

The effectiveness of the use of resource persons is quite largely in the hands of the discussion leader. It is his responsibility to see that they are carefully chosen and are involved at the most opportune time. It is his job, too, to see that they do not monopolize the discussion.

The discussion leader summarizes the meeting. He will, in doing so, call upon both the observer and recorder for their summaries. He may call upon the resource persons, also, to ascertain if the conclusions drawn meet with their approval.

Process observer

The function of the process observer is to watch the group during the discussion and then report back to the group, from time to time, his ideas about what happened during the discussion. The process observer is primarily interested in the behavior and participation of the group. He usually does not participate in the discussion of subject matter. To become involved in what is being said will prevent him from giving full attention to how it is being said, and its relation to the goals that have been agreed upon. The process observer must be objective at all times, yet must not lose the feeling of membership in the group.

The observer may provide to the group several different kinds of information that will be helpful to it in improving its efficiency. A group may secure information about itself through the observer in getting answers to the following questions:

1. Have we agreed upon the goal to be reached?
2. Has the discussion been beamed at the goal or have we wandered off the course?
3. How far has the discussion progressed?
   Has the problem been diagnosed?
   Have the contributing factors been presented?
   Have we discussed all the possible solutions?
   Are we ready to make a final decision?
4. Has the discussion been moving along satisfactorily or have we bogged down?
5. Are all members of our group participating satisfactorily?
   Have some members dominated in the discussion?
   Have we heard from only a part of our group?
6. Has the group matured to the place that all members are working together as a team?

The process observer may report and make suggestions to the group from time to time without being called upon to do so by the discussion leader, or he may wait for instructions from him. The report is informally made and should be brief. The observer may present data which he has tabulated, his observations, or expressions of his feelings. The members of the group may accept or reject the interpretations of the process observer. An effective observer, however, usually presents in his reports information that aids the discussion leader and the group in reaching the goals that they are striving to reach.

Recorder

The recorder serves as the secretary of the group. It is his responsibility to keep a record of the issues and questions that are discussed, the decisions that are reached, and the proportion of the group that seem to be in agreement.

The recorder, like the process observer, may ask questions or participate in the discussion at will, or he may wait for instructions from the discussion leader. Usually the members of the leadership team meet in advance of the meeting to agree upon procedures to be followed and responsibilities to be assumed by each member of the team.

The recorder normally reports to the group once or twice during the meeting, depending upon the length of meeting, and then summarizes the meeting at the close. He compares his notes on the discussion with the leader's recollections at the close of the meeting. He then edits or revises his notes and prepares a clearly written summary of the discussion.

Resource person or persons

Discussions sometimes bog down because no member of the group has the answers to some of the questions under consideration. A group can discuss as long as they have related information. There are times, however, when it is necessary to introduce information not available from the regular members of the group. The responsibility of providing this information is delegated to the resource person or persons when a leadership team is used.

Persons are usually selected as resource persons because of their knowledge of the subject, or their experiences in the field. They are usually persons who command respect. Often they are local persons. In some cases they are technically trained individuals who are considered specialists. Two or more resource persons may function in a discussion as members of a leadership team in much the same manner as do individuals participating in a symposium. The resource persons participate in the discussion informally. They do not make speeches.

The discussion leader may instruct the resource persons to participate in the discussion as they see fit with no introduction by the leader. In some cases the resource persons are instructed to refrain from participation until called upon by the leader. The discussion leader should analyze the probable needs of the resource persons and instruct them so that their contributions will be most effective.

Resource persons who leave the impression that they are authorities on the subject may discourage discussion. A good resource person does have the answers, but he presents them in a humble and informal manner. He encourages individuals to question him and perhaps to disagree with him.

In most cases resource persons are introduced at the start of the discussion and questions are directed to them as the needs arise. Most discussion leaders assume that there is no need to direct questions to resource persons as long as members of the group are able to provide correct answers. When incorrect answers or no answers come from the group, it is time to draw on the knowledge and experience of the resource persons.

Listening Team

There are two common uses of listening teams in group discussion. The teams may be designated listeners to take notes and question a formal lecturer or symposium participatns, or they may listen, evaluate and question a group participating in informal discussion.

Each member of a good listening team keeps a record of the most important ideas presented by the speaker or speakers. He identifies the issues, the questions, problems and opinions developed by the participants.

The use made of the listening team varies with the type of meeting and the method of presentation. In group discussion, the team is usually called upon to summarized what has been said and to point out problems and concepts which are significant to the group. The team may be called upon periodically during the discussion, or may be called upon only at the close of the discussion.

A listening team may be used to summarize the important problems or concepts presented by a speaker, a panel or by a symposium. The team may make a summary at the cloce of the presentation, or it may question the speaker or participants before summarizing the salient points or problems which have been presented.

Listening team members must be carefully selected. It is important that they be persons who are well informed concerning the subject under consideration, yet persons who have no biases or axes to grind. They must be alert and sharp to interpret the sense of the presentation or discussion.

Normally listening team members do not enter the discussion unless the chairman calls upon them. Under some circumstances, however, the team members do participate from time to time as members of the group. They may assist the discussion leader in starting the discussion and in helping the group in deciding clearly the objectives or purposes the group wishes to accomplish.

The number of persons serving as members of a listening team varies. Most teams involve two or three persons. As many as five or six persons may be used, however, when a large group is involved and formal methods are used in presenting the subject.

Role Playing

Role playing is a comparatively new tool in adult education yet children have role-played for centuries. Probably one of the first uses of the role-playing technique in adult education was made by psychiatrists in the early 1900's to help patients recover their mental health. The process became known as a psychodrama.

The main emphasis in psychodrama is the problem or problems of a specific individual. The roles assumed by the individual are of a private nature. They should be attempted only under the guidance of a trained therapist.

The terms sociodrama and role playing are often used synonymously. A sociodrama deals with the interactions of people with other individuals or groups. Two or more persons are involved and they execute roles which deal with a problem common to the majority of the members of the group. The audience helps to interpret the roles.

Role playing defined

Role playing scene usually lasts no longer than ten minutes. The discussion leader or the role players themselves cut the scene at the ponit where enough action has occurred to provide a basis for discussion. Group discussion then follows.

Advantages of role playing

Role playing has many advantages in group discussion. The most important of them are:

1. The method is new and novel.
2. It provides for more active participation by group members than do many of the discussion techniques.
3. It can bring before the group examples of human behavior and human relations which cannot easily be presented by use of traditional methods.
4. It introduces the situation to both actors and observers with a dramatic impact.
5. The group is drawn from a purely intellectual experience into an emotional experience.
6. It can arouse interest in a problem.
7. It can help to clarify a problem.
8. It provides a means of presenting to the group several possible solutions to the problem.

Dangers in role playing

Role playing is not a gadget or technique to use for fun or entertainment alone. Nor should it be used just to stimulate interest and discussion. It is a useful method when it is used thoughtfully and appropriately. A number of difficulties may be encountered when the method is used improperly.

1. Role playing is not always an appropriate method. The use of role playing can be worse than a waste of time when the situation is not suited to the use of the technique.
2. Role playing takes time. It should not be tried unless there is sufficient time for the dramatic skit and adequate group discussion following the skit. A speaker, a role-playing demonstration and a discussion in one meeting is too much.
3. Role playing can be very ineffective when it is considered as an end rather than a method of reaching a desired goal.
4. An effective role-playing scene is usually short. The method becomes ineffective if used too long. The scene must be cut at the proper time.
5. Sometimes the role play is above or below the level of the understanding and maturity of the group.

6. Groups should not attempt to deal with problems that are not their own or at their level.

7. Role playing can be ineffective or even worse when incapable persons are assigned to play the various roles. The method can be no better than the persons assuming the various roles.

8. Role playing is ineffective when there is only one answer to the problem.

9. It is dangerous to use the role-playing technique when it may embarrass or "put on the spot" some member or members of the group.

The role-playing process

The success of the role-playing process is quite dependent upon the resourcefulness of the director, and his ability to help the actors to be spontaneous in assuming their respective roles. The director may be the president of the organization, the chairman of the meeting, or a member of the group who is familiar with the role-playing process.

Role playing as an educational process involves a series of steps. The director must understand each of these steps and acquaint the members of the group with them. The acting out of roles actually represents but one of the steps. The other steps prepare the participants and observers for the action, or helps them interpret it.

The steps usually associated with the role-playing process are:

1. Defining the problem.

2. Establishing a situation.

3. Casting of characters.

4. Briefing of participants.

5. Acting out of roles.

6. Cutting.

7. Discussion and analysis of the action.

Defining the problem. Participation of the group in the selection and defining of the problem is desirable. The problem should be significant and close to the people playing the roles as well as to the observers. The problem must be valid and clear. It must be sufficiently simple in order for the participants to discuss it rationally. Care should be taken to avoid problems which would uncover deep-seated issues which would distract from the purposes of the role-playing process. The observers as well as the actors must understand the problem thoroughly.

Brainstorming

A relatively new term which has been introduced in adult education methods is brainstorming. Brainstorming is a form of creative thinking in which judicial reasoning gives way to creative initiative. Participants are encouraged to list for a period of time all the ideas that come to their minds regarding some problem and are asked not to judge these ideas during the brainstorming session. Judgement of the ideas will come at a later period in which all contributions will be sorted, evaluated and perhaps later adopted.

Ideation or imagineering are two terms often used to describe brainstorming. Everyone is encouraged to "free wheel" in his imagination and to curb his thinking in no way by questioning the practicality of what he or others are suggesting as solutions to a problem. Quality of suggestions steps aside for quantity of suggestions. Freedom of expression is the rule and it is hoped that participants will feel free to combine or modify ideas contributed by others in the brainstorming session.

Brainstorming can be used in new inexperienced groups but is most effective if preceded by orientation ahead of time. Recently the author assisted in a brainstorming session of a small group of school superintendents in which they were asked to offer suggestions on "What I would do back home in school administration if I only dared." This was a situation in which it was hoped a long list of ideas would be presented with evaluation of the ideas to come later. The brainstorming as a technique was quite well accepted but it was impossible to get the participants to divorce themselves from practicality. "Yes, but" was in evidence as a response to almost every idea. Creativity was curbed by an evident urgency to "Let's keep our feet on the ground and not go off the deep end into the impossible." No doubt this same group of highly intelligent people could be oriented to brainstorm most effectively after some explanation and training in the technique.

Specifically, brainstorming should develop creativity. Some of our most important decisions in business and industry, as well as in the fields of literature and music, have grown out of someone's brainstorming. It should be noted that the value of brainstorming is just as important, or perhaps more so, as engaged in by individual as it is when used in groups. Those who are fortified with a whole list of creative ideas are better equipped to solve old problems. Their own mental blocks tend to be overcome as they sidestep old habits and past experiences and push into the field of creativity. Business and industry have found that, by developing brainstormers among their employees, long lists of creative ideas have been built, communication between employers and employees has been improved, morale and better understandings have been assured.

There are many ways of organizing brainstorming groups. It must be remembered that the process of brainstorming is a most important experience for the individual, perhaps more important than the end results or final action growing out of the brainstorming experience. The ground rules should be thoroughly understood by the participants. The following points should be observed:

1. Judgment of ideas must be deferred to a later time.

2. Each person should be encouraged to "free wheel" even though his ideas may be wild. Ideas can be tamed down much easier than they can be thought up in the first place.

3. "Hitchhiking" and/or riding "piggyback" on other's ideas should be encouraged, especially if the new slant on the original idea adds to creativity of the group thought process.

4. Positive, dynamic ideas only should be accepted. "Yes, but it won't work" thoughts are ruled out entirely.

5. Perhaps less than 10 pecent of the ideas will probably be usable in the final analysis so this means quantity of ideas must be stressed.

6. Brainstorming is most effective in a relatively small group of people, perhaps not more than 12 to 15.

7. A time limit of not more than about one hour is most effective for groups. Mental fatigue, ridiculous responses and uneasiness on the part of participants because of an urgency to get things done, all tend to set in if brainstorming is prolonged indefinitely. Many participants will go home still engaging in brainstorming individually, all of which is very good.

8. The leader of the session should see to it that:

    a. The group members fully understand the brainstorming process.

    b. Likewise, they fully understand what the problem is that the brainstorming will revolve around.

    c. Negative or "killer phrases" be kept to a minimum.

    d. Intermittent ideas be thrown in to trigger thinking so as to avoid pauses in discussion.

    e. He as a leader stays in the background as much as possible.

    f. The recorder is keeping a record of all ideas so that sorting and sifting can be done in the subsequent evaluation.

    g. Both the immediate opening remarks and those given in the closing few minutes be carefully recorded. Authorities do not agree completely as to what intervals of times are best for the production of ideas to be most fruitful; some say at the beginning, others believe after the leader has suggested there are only so many minutes left for the discussion.

9. If possible, one might wish to contact the discussion members a day or two later to see if any other ideas have come to their minds.

10. In sifting and evaluating the ideas, those which are unusable should be eliminated, but only after an attempt has been made to identify those which can be used immediately and those which need further study.

Some of the limitations to brainstorming are that:

1. The process is time consuming, particularly where less than 10 percent of the ideas are ultimately usable.
2. Like any discussion group, the productivity to the brainstorming session is dependent upon the abilities and quality of orientation of the participants.
3. Its ultimate value might come more in what it does to participants rather than in what productivity occurs immediately in the brainstorming session, and this value cannot be measured with any degree of accuracy.

APPENDIX XVIII

SCHOOL BOARD MEMBER--CITIZENS' ADVISORY COUNCIL MEMBER

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Citizens' advisory council members and members of school boards of education have much in common. Perhaps the greatest difference is that the boards of education are action groups. Citizens' committees are advisory groups. The advisory committee makes a study and then recommends certain action to be taken by the board of education. This is as far as the advisory committee should go until the board of education ratifies the recommendation and then instructs the advisory committee as to any further assistance that they desire. The similarity of the persons serving in both situations is very important. Both should be vitally interested in the education of all children. Both should serve with an open mind and a broad outlook. Both should be willing to read and listen in order to understand school matters. Both have a very unique opportunity to learn and to serve the public. Both have definite opinions as to how the schools should be run and what they should accomplish but are willing to work together for the benefit of the student and the school.

One school board member expressed her opinion of citizens' advisory committees as follows:

> I have found it to be a stimulating and challenging experience to view the many facets of education from both sides of the table and as one does this one becomes more and more aware of what administrators and boards of education are trying to accomplish. A board of education is made up of seven lay citizens; a good working citizens' committee usually has 12 to 15 members. Add to that 50 or 75 people who might temporarily be working on sub-committees, depending on how large a project the committee has undertaken. When you have that many people learning and understanding the workings of a school system, this knowledge is transmitted throughout the community, and this, to my mind, is the finest contribution a citizens' committee can make.
>
> Lay citizens' advisory committees bring together the various viewpoints that exist in a school district. Boards of education and citizens' committees are not always in agreement, but this is why boards need citizens' committees. For instance, a larger representation of the community might point out to the board that its educational goals are not the same as the community's. Together the two groups can determine the 'what' and the 'why'.

What are some ground rules that can be used by both, a school board member and an advisory committee member? The following guidelines are offered to help either a member of a board of education or a citizens' advisory council to become a valuable contributing member.

1. Go slow in the beginning--especially if you think that you are serving to "reform" the school system. The chances are you will feel differently about a lot of things six months after you are on the committee.

2. Make a real effort to be informed. To be informed will require time, effort, and a compelling interest on your part. And along with this, do not hesitate to ask questions. Seek information from the administrative staff, the supervising staff, the board, the teachers. And at your meetings, feel free to ask anything you want to know about your school district. Some members sit back, afraid to ask about the very thing that has been perplexing them for fear the superintendent or the board representative might take offense. This is not the case. If a board and its superintendent want a citizens' committee, they want your understanding and they welcome your questions.

3. Do not become discouraged if you cannot see any immediate results. The progress of a citizens' committee is slow, especially at first. You need to get your feet on the ground--there is so much to learn. Some of you don't even know the purpose of a citizens' committee when you are invited to serve on it. But all the while that you are adapting to your new role, you are learning, and as you learn, you discuss these things with others--at the barber shop, the beauty parlor, at a coffee break or the luncheon table; over the backyard fence or at get-togethers in your homes, and without even being aware of it, you are accomplishing something great--UNDERSTANDING!

4. And finally, accept your job as a member of a citizens' committee as one of responsible leadership in the community. As you broaden your knowledge and your viewpoint, you can help clear away doubts, misconceptions, and misunderstandings. Like the valuable board member, you can help formulate public opinion and thereby create an active, intelligent and strong public support for the schools.

APPENDIX XIX

The Policy-Making Process*

A satisfactory arrangement for policy making in a school district would have the following minimal provisions:

1. A board of education that understands its responsibility for policy making, knows the laws and regulations of its state within it can function, knows the arrangements for policy which are needed, and will provide them.
2. A widely spread understanding that policy proposals from any source will be welcomed, heard, and considered by the board.
3. Administrators who understand their responsibility for proposing policy and who have the courage and vision to provide leadership in policy revision.
4. Organization of the professional and nonprofessional staffs of the school system for proper participation in policy development.
5. A system of citizens committees to propose and review policies.
6. Consultants from within and without the district who can help to guide the policy-making process and supply needed information.

Four Steps in Policy Development

1. Codify existing written policy. Reduce to writing unwritten policy that is currently operative and include it in an organized policy statement.
2. Provide the best possible answers to the five basic policy questions.
3. Compare these answers with those the school system has been giving and with those other school systems have given.
4. Devise a new statement of policy, try it out, and revise it as revision is needed.

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APPENDIX XX

Some Policy Statements*

Legal authority

Reimbursement of classes for Public Aid Recipients participating in the Adult Basic Education program and the General Education Development program shall be for the entire cost of such instruction.

Tuition charges

Tuition charges and reimbursement shall not exceed the total cost of the adult education program. The interpretation of cost of the program is that total costs shall include such items as instruction, supervision, guidance and counseling, facilities, equipment, and other items directly attributable to the operation of the adult program.

Units of credit

A unit of credit in an adult high school shall be awarded for knowledge, skill, or competency equal to that normally required to earn credit in an equivalent course in a regular accredited secondary school.

Credit and residence requirements for graduation

Graduation requirements in a north-central association adult high school shall be the same as set forth in criterions II 2.70 (criterion ICA of present criteria), except that no adult student may be graduated until a minimum of four semester credits have been earned in residence at the adult high school.

Professional staff

The regulations and requirements concerning professional staff shall be the same as set forth in criterion III (criterion IV of the present criteria) except that for noncredit courses the qualification of teachers shall be the subject to the discretion of the local governing board.

Adult basic education program

Scope of program. The Superintendent of Public Instruction shall designate programs of instruction designed to eliminate the inability for adults to read and write English and to substantially raise the general educational level of such adults with a view of making them less likely to become dependent on others, to improve their ability to benefit from occupational and homemaking training, and to otherwise increase their opportunities for more productive and profitable employment, making them better able to meet their adult responsibilities.

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Teacher certification

Teacher in an adult education program must hold a valid teaching certificate issued by the State Teachers Certification Board. All teachers of adults not certified and holding a standard certificate may be issued a general certificate as authorized under Sections 21-11 of the School Code of Illinois.

Counseling and library services

Adult high schools shall provide counseling services adequate to the effective formulation of realistic individual programs of study. Library facilities and privileges shall be made available to students and to adult high schools.

APPENDIX XXI

DECISION MAKING IN THE PUBLIC SCHOOLS*

There are important educational decisions in school districts of Illinois that should be faced and not dodged or postponed. Some of the more urgent decisions are the following:

How will decisions be made? Who will share in making them? How will they share?

Will the state and national funds available for vocational education be used for all of the purposes for which they may be used?

Will local funds be provided for those types of education which are not financed in part by state and national funds?

What counseling about educational opportunities will be provided?

What education will be provided in the elementary school, the junior high school, the senior high school, and the adult division?

How will the needs for education of all of the people of the district be studied?

Is an area post-high school institution needed?

The Decision-Making Process

The basic decisions about education must be made officially by the board of education, but they must be understood and supported by the people of the district and the school staff. Boards will make better decisions and receive more support if administrators, teaching staffs, and citizens share in decision making.

Each basic decision regarding education is related to every other decision and to the basic decisions about the school system as a whole. The separate decisions that are made must be consistent.

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*Rewritten from materials produced by the late H. M. Hamlin, Teacher Education, University of Illinois, Urbana.

The best approach to decision making in education is through the development of organized, written policy for the school system. If general school policy is well conceived, few special policies will be needed.

The alternatives to general school policy, properly made are:

Chaos

or

Decisions made, one at a time, by a board of education when the need for them is acute. Many of these decisions will be shortsighted. Some decisions are likely to be in conflict with other decisions. There are sure to be large gaps in policy.

or

Decision making by administrators and individual staff members when decisions are required. This arrangement transfers policy making from lay citizens to professional educators. The decisions made are almost sure to be short-range, inconsistent decisions. They may not receive board approval if a board decides to act regarding them.

or

Decisions backed only by minority groups in the school or the community.

Well-conceived school policy, developed and supported by those who are to be affected by it, or their representatives, provides a charter for a school system under which education can be developed over a period of years without fear of whimsical reversals. Anything less is dangerous to all concerned.

Staff and Citizen Participation in Decision Making

All staff members of Illinois school systems should realize and share in developing policies and programs for education. In small schools the entire staff may participate; in larger systems much of the work must be done in committees.

It should not be assumed that a program of education for a school system is to be carried out by the teachers alone. Most or all of the teachers should participate appropriately. Close cooperation between those who teach vocational education and those who teach the academic subjects is imperative.

Administrators, supervisors, and counselors have important parts in developing a school-wide program of education. All should share in decisions about it.

A continuing, school-wide system of citizens' committees is needed in every Illinois school district. A representative committee will include citizens with varied interests. Affiliated committees for vocational education is also needed, which will need help from time to time. The entire public should be represented on a general advisory committee.

APPENDIX XXII

Checklist of Activities and Services Provided by Local Industry-Education Advisory Committees*

Student recruitment, selection, and placement

1. Encouraging young people (and parents) to consider vocational and technical education training through visits to "feeder schools," speeches, to civic clubs, career day meetings, etc.

2. Assisting in the screening of students applying for admission to the courses.

3. Participating in the development of aptitude tests for selection of students.

4. Providing information concerning desirable aptitudes, education, and experience background which applicants for entry level jobs should have so that educators may properly plan their student recruitment, as well as educational and training programs.

5. Arranging plant or field trip visits for students and counselors.

6. Providing vocational guidance literature to teachers, counselors, and students.

7. Assisting and participating in surveys of local industry manpower needs.

8. Assisting in the development of aptitude tests, achievement tests, and certification and licensing tests concerned with initial employment of school graduates.

9. Placing students in part-time work during school year or summer vacations.

10. Placing school graduates in jobs.

Instructional program

1. Assisting in the preparation and review of budget requests for laboratory and shop equipment and supplies.

2. Evaluating physical conditions, adequacy of equipment, and layout of laboratory or shop.

3. Assisting in the development and review of course content to assume its currency in meeting the changing skill and knowledge needs of the industry.

4. Obtaining needed school equipment and supplies on loan, as gifts, or at special prices.

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*From Industry and Vocational-Technical Education by Samuel M. Burt, 1967, Chapter 3, pp. 48-50. Used with permission of McGraw-Hill Book Company.

5. Assisting in the establishment of standards of proficiency to be met by students.

6. Assisting in the development of school policy concerning the kinds and volume of production work or "live jobs" to be produced by students so that this work will be of instructional value in the educational program.

7. Establishing and maintaining a library of visual aids, magazines, and books concerning industry.

8. Assisting in the development of special educational and training programs conducted with funds made available by the Manpower Development and Training Act, the Economic Opportunity Act, etc.

9. Assisting in the development of evening school skill improvement and technical courses for employed plant personnel.

10. Assisting in the development of apprenticeship and on-the-job training related courses.

11. Arranging plant or field trip visits for teachers.

12. Providing sample kits of raw materials, finished products, charts, posters, etc., for exhibit and instructional purposes in classrooms and shops.

13. Assisting in the establishment of student fees and charges for courses and programs.

Teacher assistance

1. Providing funds to assist local teachers to attend regional and national meetings of industry and teacher organizations.

2. Arranging meetings of teachers to establish cooperative relationships between the schools and industry.

3. Arranging summer employment for teachers.

4. Assisting in the establishment of teacher qualification requirements.

5. Conducting clinics and in-service and out-service training programs for teachers.

6. Arranging for substitute or resource instructors from industry to assist regular teachers.

7. Subsidizing teacher salaries in such unusual cases as may be necessary to obtain qualified instructors.

8. Paying industry organization membership dues for teachers.

9. Providing awards and prizes to outstanding teachers.

Student recognition

1. Providing scholarships and other financial assistance for outstanding graduates who wish to continue their education and training.

2. Providing prizes to outstanding students.

Public Relations

1. Providing speakers to address trade and civic groups concerning the industry's education and training program in the school.

2. Providing news stories concerning school programs to magazines published for specific industry groups.

3. Providing news stories concerning school programs to local news media.

4. Attending meetings in support of vocational and technical education which may be called by local and state school officials, boards, and legislative groups.

5. Participating in radio and television programs designed to "sell" vocational and technical education to the public.

6. Contributing funds to advertise specific school occupational education and training programs.

7. Advising employees and their families concerning school programs by posting the information on bulletin boards, news stories in company publications, and enclosures in pay envelopes.